

TIP

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AN OFFER TO SUPPORT RESEARCH

This invitation is open to colleagues in academia, industry, government, or ?. The aim is to improve measured productivity and the quality of working life through survey feedback, coaching, and training.

Background

My **Survey of Management Practices (SMP)** and **Survey of Sales Relations (SSR)** discriminate between high and low performers when assessed by attainment of administrative goals, factory production, or sales. Survey assessments are by selves, superiors, subordinates, customers, or prospects as appropriate.

We have also shown that the quality of working life as measured by the **Survey of Group Motivation and Morale**, is heavily dependent on managerial skills as measured by the **Survey of Management Practices**.

And, we have demonstrated that managers' profiles, can be raised significantly in as short a time as five weeks.

The **Survey of Management Practices** assesses skills such as **Clarification of goals, Coaching, Control**, etc. and interpersonal relations such as **Teambuilding**, (fifteen dimensions). The **Survey of Group Motivation and Morale** assesses attitudes toward the organization, one's work-mates, and the work (eight dimensions). Both have been translated into French, German, Italian, Polish, Portuguese, and Spanish.

The **Survey of Sales Relations** assesses **Professionalism, Identification of needs, Presenting benefits, Asking for the order**, etc. (ten dimensions). It is adapted for insurance, financial services, technical service organizations, etc.

I have also developed a six-module management training program based on research with the surveys. It utilizes hands-on drills, role play modeling, and on-the-job exercises.

The Research Objective

The goal is to tie the ends together: to show that not only do the surveys discriminate and help produce perceived change; but that we can improve concrete measures of productivity and the quality of working life through an integrated program of individual and group feedback, coaching, and training.

I will support experiments involving experimental and control groups, with objective measures made before and after treatment. Performance measures may be sales, administrative, production, or any other concrete assessments. If sales or service, we can use both the management (SMP) and relations (SSR) instruments to treat the entire system from the customer to top functional management. We have had good results at both levels.

The Offer

I will provide at least partial support in the form of materials, data processing, etc. as needed. If your situation is purely academic, as for a graduate thesis, you can count on full support. If you are in an organization or are a consultant, let's talk. Please call or write for supporting data.

Clark L. Wilson, Ph.D.
Fellow, Division 14

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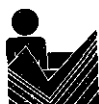
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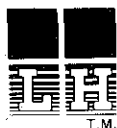


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TIP

The Industrial-
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Psychologist

Vol. 23/No. 1

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A Message From Your President

Irv Goldstein
November, 1985

We are off and running. This promises to be one of the most exciting years in our history. There are so many interesting events occurring that I scarcely know how to describe them in this message.

I can't begin any discussion without first mentioning the excitement that is building about our first annual conference in Chicago on April 10-11 (workshops will be on April 9). With the able leadership of Stan Silverman, Ben Schneider, Ron Johnson, Rich Klimoski, Bill Macey and Ken Wexley, plans are being formalized for this event. By the time you read this message, you will have received both a call for papers and registration materials. And this is just the beginning. The second conference is scheduled for Atlanta and the third is being planned right now.

Coinciding with our first conference is another first event. That is, The Frontiers in Industrial and Organizational Psychology series will sponsor its first volume hopefully to be displayed at the conference in Chicago. That volume which will be edited by Tim Hall, and published by Jossey-Bass will be on the topic of careers. The Frontier's editor, Ray Katzell, has also informed us that the second volume will discuss topics concerning productivity. It will be edited by John Campbell and is now being developed. A third volume on training edited by Irv Goldstein is in the planning stage.

We are also planning interesting and important events for our next regular American Psychological Association meeting which will be in Washington, D.C. in August, 86. Susan Jackson is hard at work on the program and Alan Kraut is developing an exciting workshop series. Given our size of nearly 3000 members, we feel that we can easily support two major meetings a year. To accomplish that view, we are working very hard to establish goals and objectives that can be met within the unique characteristics of each of our meetings. Thus, we are planning another first for the A.P.A. meetings—we will have our first annual doctoral consortium there. This effort is being led by Ralph Alexander. It is very important for us to be strongly represented at next year's meetings so that we can continue to influence the direction of A.P.A. As you

probably know, A.P.A. is considering reorganization and we must be present to make our concerns felt. The Washington, D.C. meetings promise to be crucial for discussions of reorganization.

In addition to the Frontier's Series, our publishing operation continues to grow with a variety of exciting projects. For example:

The Ethics casebook with Rod Lowman as editor promises to be a very important teaching and learning tool. You should already have a copy of that useful document in your hands.

The book series which stems from our Innovations in Methodology conference with Richard Hackman as series editor and published by Sage continues to sell very well.

Bill Owens and Neal Schmitt are co-chairing a committee to revise the Principles for the Validation and Use of Personnel Selection Procedures. Announcements concerning opportunities to comment on drafts of that document will appear in later editions of **TIP**.

Our newsletter **TIP** under the capable leadership of Paul Muchinsky continues to draw the envy of all other divisions and societies.

Our new Education and Training guidelines are currently being printed. They were developed by our own 1982 E & T committee led by Rich Klimoski.

We are currently revising our very popular guidelines to graduate schools. Gene Stone and his committee are hard at work on this latest edition.

We are presently preparing a new edition of our brochure on what is I/O Psychology. It will be available later this year. Ben Schneider is beginning his busy role as Past-president by completing that project.

Believe it or not, these activities represent only a part of our efforts. In future editorials, I will write about other efforts but one last question is how does all of this come about? Well, the easy answer is that over 300 members of our society give freely and often by working on committees, subcommittees, task forces, editorial boards, work groups, etc., etc. However, that is only the easy part of the answer. Why do over 300 people volunteer to be on committees and hundreds more ask to participate in our workshops and programs? Several divisions called me last year and asked how do we do it. I don't know the answer. But, there is a magic to this society that relates to caring and concern for each other as well as for the society's scientific and professional goals. We are a large organization but I think the magic is there as strong as ever. That doesn't mean we will always do everything right but it does mean that we must listen to each other so that we can correct our mistakes and continue our commitments. It means that I invite you to call (301-454-6105) or write about any issue or problem that is of concern to the members of our society. I look forward to hearing from you and to working with you.

TIP-BITS

Paul M. Muchinsky

Howard Carlson has been promoted to general director, Organizational Research and Development, General Motors Corporation. Also, Howard was recently elected president of the Michigan Association of Industrial and Organizational Psychologists. **John Newman** announced the opening of his new firm, Management Effectiveness Associates in Yardley, PA. Associated with John will be four management consultants and trainers. **Don Cole** has organized a Sixth Organization World Congress on "Managing Conflict of the 1990s" to be held November 17-21, 1986, in Haifa, Israel. Please contact Don directly at 11234 Walnut Ridge Road, Chesterland, Ohio 44026 if interested in details. **Ross Stagner** has joined the faculty at Texas A&M University as a visiting professor. **Henk Ruck** reports he is now working in the safety consulting area at the Air Force Inspection and Safety Center in San Bernardino, CA. His new responsibilities include consulting and program development regarding human factors in safety, with a heavy emphasis in aviation. **Mortimer Feinberg** just returned from a series of lectures for the Beijing Management Association in China.

Art MacKinney refuses to perish. He was recently elected Representative to APA Council from Missouri, and he was appointed to the new APA Task Force on Accreditation. Art continues to serve as a member of CAPASAR, and is the Midwestern Vice President of Psi Chi. **Marilyn Quaintance** was recently promoted to regional vice president of Morris & McDaniel, Inc. **Judi Komaki** is on sabbatical for the 1985-86 year at the University of Maryland. **Gerald Barrett** just got a few more letters to put after his name. He recently completed his Juris Doctorate degree from the School of Law at the University of Akron. Congratulations, Jerry! **Anne Carlisi** was selected as the winner of the student paper competition award at the International Personnel Management Association of Assessment Council's annual conference. **John Binning** received an honorable mention for his paper at the same conference. My old office-mate from grad school days, **Lloyd Marquardt**, is now the Vice President of Personnel Relations for the United States at the Bank of America. Other Division 14 members there are **Alan Schnur** (Manager of Personnel Research) and **Nancy Rotchford** (Manager of Survey Programs). **Ann Howard** wishes to clear the record: her future research position at the University of Connecticut will not involve her leaving AT&T. **Dennis**

Kravetz has a new book coming out entitled *Getting Noticed: A Manager's Success Kit* published by Wiley.

Ed Levine brings us news of the University of South Florida. **Michael Coovert** and **Barbara Ellis** were added to the faculty. **Paul Spector** was granted tenure, and Ed has assumed the role of Associate Chairperson of the department. **Gail Ironson** has resigned her position at USF for a position at the University of Miami. The Metropolitan New York Association for Applied Psychology announced the following slate of officers for the 1985-86 session: **Ocie Adams**, President; **Paul Faerstein**, Vice-President; **Lynn Braswell**, Treasurer; and **John Hinrichs**, Secretary.

I enjoyed hearing the many compliments I received about **TIP** while at APA. It's nice to know my work is appreciated. After having a few drinks at the Division 14 Social Hour, I got double vision as I tried reading people's nametags. Then I ran into this combo who were having a semi-intelligent conversation: **Hal Hendrick** (San Diego State University), **Hal Hendrick** (University of Southern California), **William Hendrix** (Clemson), and **Carolyn Hendrickson** (Penn State). Pass the coffee.

FORTY QUESTIONS ABOUT VALIDITY GENERALIZATION AND META-ANALYSIS

by

Frank L. Schmidt
Kenneth Pearlman

John E. Hunter
Hannah Rothstein Hirsh

with

COMMENTARIES

by

Paul R. Sackett
Mary L. Tenopir

Sheldon Zedeck

Neal Schmitt
Jerard Kehoe

The state of the art on validity generalization and meta-analysis presented as a printed debate. Coming in the December issue, 1985.

To order your copy send \$10 to: Personnel Psychology, 9660 Hillcroft Suite 337, Houston, TX 77096.

PERSONNEL PSYCHOLOGY

... of course!

The stress interview: 1985

by Adela Oliver, Ph.D.
President
Oliver Human Resource Consultants, Inc.

In the '50s and '60s, many managers were convinced that the "stress interview" was the best way to evaluate a job-hunter.

If the applicant could withstand a good grilling, didn't break out in a cold sweat, stumbling over his words or the furniture, then he was good enough to work for the company. The company needed managers who withstood stress interviews without blinking an eyelash.

Today, the sweat-soaked handkerchief is in the other hand. The interviewer is holding it, not the job-seeker who, instead, is quietly sitting in the reception area devouring every piece of literature available.

Today's job-seekers are terrifyingly well-prepared. They've rehearsed and role-played for the interview ad nauseum. They've practiced it with their spouses, companions, children, even the family dog. Regrettably, the manager who's doing the interview isn't so well prepared.

It's time that managers started rehearsing as thoroughly as job-seekers and learning how to interview to get beneath applicants' well-polished veneers.

The '50s version of the stress interview is, mercifully, gone from management's repertoire. But a new, '80s version, soft on the stress but heavy on the assessment, is needed. And executives need to learn how to give those interviews today.

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Department of Humor

Some New Criterion Variables For I/O Psychology

Paul M. Muchinsky

Several years ago a new theory of turnover was proposed, a conceptual explanation of why people quit their jobs. Amidst a dazzling array of boxes and arrows, one variable was hypothesized to be the most proximal predictor of turnover. This variable was labeled *intent to turnover*, and referred to whether, all things considered, you intended to quit your job or not. The empirical support for this predictor was quite positive. But then a funny thing happened. Some researchers transformed this predictor variable, *intent to turnover*, into a criterion variable, and made it the object of prediction, ignoring actual turnover altogether. You might ask, "Who cares whether people intend to do something or not? If we are trying to predict turnover, I want to know if people are going to quit, not what their intentions are." Such sentiments are expressed only by party poopers, for there is a practical, significant, robust, powerful, and valid reason why it's okay to criterionize *intent to turnover*: it's easier. You see, if you want to study turnover, you have to wait for some employees to quit, and if you need a publishable number of quitters, the wait could take days. So you solve the problem by collecting your criterion data the same way you collect your predictor data—all in one shot with a questionnaire. (It's so less messy.) I once approached a colleague who practiced such scientific wizardry and chastised him for reifying *intent to turnover* into a criterion. He, in turn, asserted I was not "with it," because with the currently fashionable cognitive approach to everything, all you have to do is deal with people's thoughts. Studying behavior was now passe. Alright readers, being consistent with this line of reasoning, and in an attempt to go with the flow, I hereby present for your edification and amusement some new criterion variables for I/O psychology.

1. **Intent to be productive.** You are all geared up to work. You arrange the paper clips on your desk. You sharpen your pencil. You pour yourself a nice (decaffeinated) cup of coffee. A slightly irritating stream of light is peering through your blinds onto your desk—you get up and adjust the blinds. You fix your chair just so. You clear your throat. You rearrange the paper clips on your desk. It doesn't

matter that such hyperactivity does not result in getting anything accomplished, for it was your *intent to be productive*.

2. **Intent to be absent.** A week from next Friday is the opening day of baseball season. You have waited six months since the end of the World Series for this. Your team is hosting the reigning world champions. You can already taste the hotdogs and beer, hear the crack of bat meeting ball, and feel the warmth of the sun upon the green, green grass. You don't care if they call a board meeting that day, you don't care if there is a spot audit of your budget, and you don't care if there is an EEO compliance visit. You don't care because you're not going to be there. It is your *intent to be absent*.
3. **Intent to be committed.** When you joined the university as a new assistant professor, you really dove in. You bought a season football ticket, a sweater with the school colors, and a beer mug with the school logo for your den. But then you discovered your chairman was from the Metazoic era of psychology. Even though he last published an article when Eisenhower was president, he expects three a year from you. He requires you to complete in quadruplicate a faculty travel authorization request everytime you go to the john twenty feet down the hall from your office. Something has gone wrong, and you can't figure it out. You came here with the *intent to be committed*, but now it is your intent to turnover.
4. **Intent to be satisfied.** You wake up on cloud nine. You have difficulty brushing your teeth because it interferes with your singing "Zipa De Do Da." Birds are chirping merrily outside of your sunny breakfast nook. You slip your hands into your coat pocket and discover a \$20 bill you didn't know was there. Your tummy seems flatter than usual. You drive off to work, but it's almost as if the car is driving itself. It won't matter to you if your boss moves up that already absurd deadline by another two weeks. It won't matter if they send you to Cleveland to conduct a three-day workshop on how to write task statements. It won't matter, because today it is your *intent to be satisfied*.
5. **Intent to be motivated.** The Saturday morning you have been dreading has finally arrived. It has now been four weeks since you last mowed your one-acre lawn. The grass is thick enough to simulate commando jungle training. You set your jaw and stride purposefully into the garage—this is it. You wheel out your rusted push mower—the power mower has been on the blink for a month. You just know you're going to have blisters, sore feet, and an aching back when this day is over. Just then your neighbor drives by and says, "Hey, I see you're about to mow your lawn. Want to borrow my automatic, customized, riding, syncho-mesh dual wheat thrasher and

lawn mower?" Of course you do. Twenty minutes later your lawn looks like the 18th green at Augusta, and you didn't even work up a sweat. You feel guilty about having a beer, but you do, because it was your *intent to be motivated*.

6. **Intent to be.** A heavy metaphysical, epistemological, and existential phenomenon, words which I have been waiting to use since I first learned them in my freshman philosophy class. This criterion deals with man's reaffirmation of his own existence. You won't find much on it in *JAP*. It's origin comes from English literature. One of Shakespeare's most famous lines is "To be, or not to be." In truth, this line is the product of an editorial re-write, so revised because Shakespeare's editor didn't think the original was terse enough. The original line (we editors have access to such confidential information) was, "Am I really, or do I just have the *intent to be*?"

Well, I think you now have a feel for what I'm proposing. We could double our criteria by splitting them in half. One half would deal with the intention to do or be this stuff, while the other half would be in the unintentional or accidental vein, like, "I didn't plan on being productive today, it just sort of happened." Think of the possibilities. Which cluster of criteria, the intentional or the unintentional, would be more predictable? Which would spin the finer nomological net? Which would be moderated by rural/urban differences? We could further divide the world into those people who have great intentions, those who have modest intentions, and those who just bumble along, *sans* intentions. Who was it that said the road to hell was paved with good intentions?

I am reminded of a story, supposedly a true story, attributed to Abe Lemons, former head basketball coach at the University of Texas, and a noted humorist. Lemons supposedly had this exchange with a referee:

Lemons: "If I said you were a son of a bitch, would you throw me out of the game?"

Referee: "Yes I would. I can't have coaches talking to me like that."

Lemons: "What if I just think you're a son of a bitch. Would you throw me out for that?"

Referee: "No, I can't throw a coach out of a game for what he thinks."

Lemons: "Alright then, I think you're a son of a bitch."

Viva la cognitive school! I hope this story is not offensive to anyone. If it is, I'm sorry, for it was not my *intent to be offensive*.

Progression Toward the Extremes

Paul M. Connolly

Management Decision Systems

Peter D. Wentworth

PepsiCo, Inc.

We are familiar with the deadly consequences of not being random. Focus on the wild scorers, we've been told, and you'll be disappointed. They'll be less wild next time. Statisticians call this phenomenon "regression toward the mean," something we've always referred to as "getting normal."

Extreme Progression

What has been overlooked, however, is the obvious corollary that if wild scorers tend to huddle toward the middle the next time around, then the previously identified comfortable and conservative middle has, at the same time, become more wild! This unexplored, undiscussed, and quite embarrassing phenomenon is, of course, called "**progression toward the extremes.**"

Think about these examples from everyday life:

- Last year 20,000 people left Minnow, Nebraska, for LA & NYC
- Another 10,000 left for the North and South Poles.
- Normal kids become crazy adults.
- Ronald Reagan, once an average Democrat, became a visible Republican.

Note: The authors wish to thank Jean Powell-Kirnan and Amy M. Davenport who were insightful enough to discover and see this phenomenon for what it really was.

We are sure there are many more examples, and encourage you to write us about them. We may or may not respond, depending on whim. Clearly more research is needed.

Despite examples like these, many psychologists have actively avoided doing anything about progression toward the extremes. The main reason is that until recently statistical methods were inadequate. The phenomenon was far too obvious and blatant to be measurable by the usual subtle techniques. We have discovered a totally new analytic approach, called "**nonpara-nonmetric**" analysis.

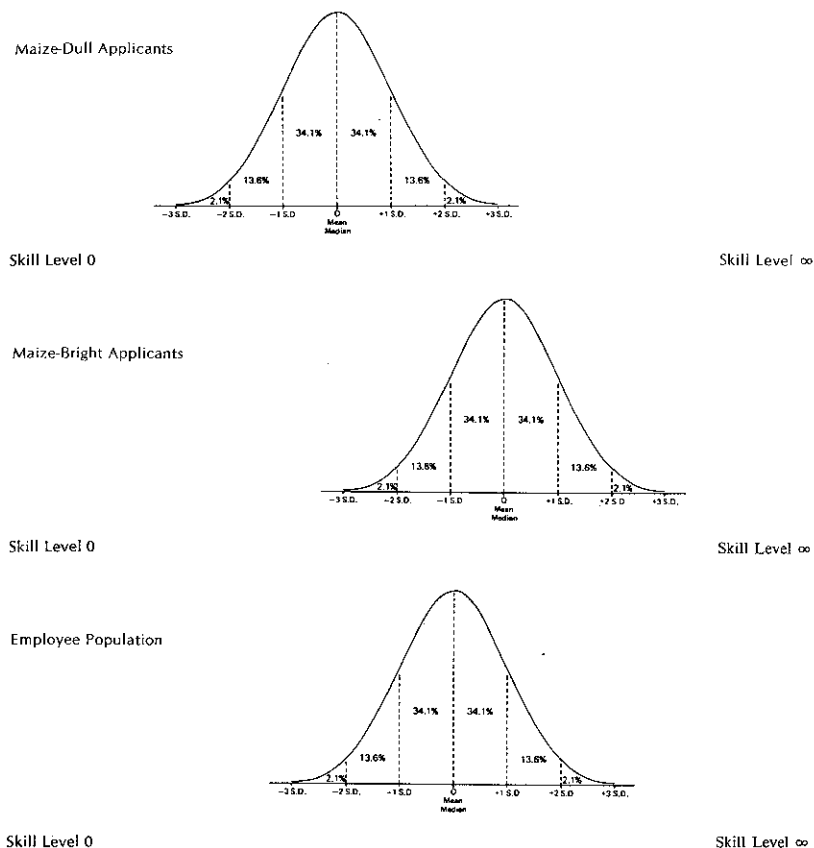
Roots

We recently completed an assignment for Meta Industries, the world's largest producer of decorative Indian corn. The chief executive officer

sought expert counsel regarding the company's hiring practices prior to its annual hiring boom in November.

Using a demonstrably valid selection process (we are not at liberty to discuss the process in detail for proprietary reasons) applicants were tested and separated into two groups, appropriately labeled "maize-dull" and "maize-bright." After their first Thanksgiving, skill level data were collected. These data were distributed as shown in Figure 1.

FIGURE 1



The results clearly indicate that:

- The extreme top 50% of the maize-dull, and the extreme bottom 50% of the maize-bright applicants have caused the middle half of the employee population inherently to become more wild.

- The extreme bottom 50% and the extreme top 50% of the maize-dull and bright groups respectively, have become less wild, relegated to about 14% of each tail of the total distribution.

Many of you have probably attempted to replicate our Meta-analysis techniques with equally shocking results.

Avoid High Potential Applicants

Based on this now famous study we have an emerging and radical view of employee selection, yet one that is founded in sound research and cutting-edge statistical methodology. We currently suggest that companies **hire only average applicants**, since it is clear what happens when above-average ones are hired. Look around your own organization. How many high-potential applicants became average? See what we mean? If you hire average people, half will rise to the top of the heap. The other half, who fall to ineptitude, can simply be transferred to field locations.

Our files overflow with testimonials of companies which have benefitted from our work. One low-budget organization found it could obtain an average staff by hiring low-potential applicants. The "lo-po's" could not command an average starting wage, yet many later proved themselves to be average performers.

OK, OK - Show us How!

To help you get started using the nonpara-nonmetric approach, we offer you the following statistic to quantify what you have always known to be true. Here it is:

To start:

$$P_{-ex} = \frac{Sd}{\sqrt{\frac{y-\bar{y}}{N-r(r-1)/t} \frac{B}{ij} \frac{Z}{i} C}}$$

Clearly therefore:

$$P_{-ex} = \left(\frac{P_o}{P_p} \right) \text{Log } 7$$

And for calculational purposes:

$$P_{-ex} = \int_{AB}$$

Where A = The Mean
and B = The Anti-Mean

Now Its Your Turn

So wake up out there, and tackle the challenge. Send a \$50 (cash only) contribution to our legal defense fund for your complete Extreme Progression Analysis Kit (EPAK). You'll also receive a copy of *The Joy of Nonpara-Nonmetrics*, our new textbook. But wait, there's more! The first 100 orders will also receive an 8-1/2 X 11 glossy of the famous "maize-dull" applicants, suitable for framing. This is an offer we're confident you can't find anywhere else.

SYSTEMATIC GROUP PHRASE PROJECTOR

This system, modelled after Philip Broughton's Systematic Buzz Phrase Projector (reported in *Newsweek*), has interesting possibilities for small group researchers. "The procedure is simple. Think of any three-digit number, then select the corresponding buzzword from each column. For instance, number 146 produces "Functional Sociometric Decision" a phrase that can be dropped into virtually any report with that ring of decisive knowledgeable authority. "No one will have the remotest idea of what you're talking about," says Broughton, "but the important thing is that they're not about to admit it."

Column 1	Column 2	Column 3
0. Evaluative	0. Coalition	0. Equilibrium
1. Functional	1. Power	1. Relation
2. Hyperbolic	2. Influence	2. Attribution
3. Intuitive	3. Communication	3. Contingency
4. Interactive	4. Sociometric	4. Interaction
5. Reciprocal	5. Role	5. Structure
6. Negative	6. Activity	6. Decision
7. Operational	7. Task	7. Network
8. Centralized	8. Status	8. Matrix
9. Interdependent	9. Interpersonal	9. Index

Employee Involvement Through Survey Feedback

John R. Hinrichs
Management Decision Systems, Inc.
Darien, Connecticut

For those members of the profession who have been around for a "few years" (operationally defined as more than ten or so) the current climate in business America stands in sharp contrast to the world in which many of us grew up. There's a groundswell of management acceptance for some of the basic concepts and technologies of our field as a central tenet of good practice for today's and tomorrow's organization. Though it's not universal yet, today's groundswell seems decidedly different from the ripples of fads and tolerated attention to which we've been accustomed over the years. I'm speaking, of course, of the growing emphasis on involving employees as active participants in the effective management of organizations.

Perhaps it just took 30 years for the writings of gurus such as Douglas MacGregor, or the early research studies on participative management to follow their circuitous path (partly via Japan) into the operational consciousness of American managers. But the fact that General Motors designs its Saturn plant from the ground up to incorporate such concepts certainly suggests that it has moved well beyond fad status, at least at some trend-setting corporations. Credibly, employee involvement is an idea and a technology which seems truly to have arrived and from which we'll be seeing a great deal more.

The implications for the practice of I/O psychology are profound. It's an exciting time, and it's important that we recognize and build upon this opportunity as we work to enhance the effectiveness of people at work. Fortunately, many of the traditional areas of I/O psychology such as selection, placement, training or job design can build directly on this move toward greater employee involvement.

One technology of our field where we're going to see more explicit emphasis on employee involvement is in attitude surveys. Surveys have always been a device for tapping the attitudes, opinions, and suggestions of employees. But because surveys grew out of industrial psychologists' basic interests in measurement, the primary concern has been for profiling the attitude and motivational climate within an organization. Reducing attitudes to scale values, relating these to various criterion measures such as turnover rates or absenteeism, and internal and external normative comparisons against benchmark groups traditionally has been the main focus of employee attitude surveys.

Today that's changing. Increasingly we're using surveys less to merely measure and more as a catalyst in tapping the involvement and skills of a workforce for organizational improvement. And it becomes clear that surveys are a technology ideally suited for this purpose—perhaps the best technology available for quickly and comprehensively moving an organization into the new arena of comprehensive employee involvement.

The nice thing about it, too, is that you can have your cake and eat it too—surveys can be designed to yield solidly reliable and valid databased measures of employee attitudes for comparison against internal and external norms, while at the same time the process can open channels of communication, focus attention of both managers and employees on problems, and encourage creative problem solving throughout all levels of an organization, quickly and effectively. Research on the impact of using surveys in this fashion shows that the process itself can be a powerful support in increasing employee commitment and satisfaction. Few other traditional technologies of I/O psychology seem as powerful.

The key to this, of course, is the survey feedback process. Feedback of survey results is the catalyst for involvement, and the technology for survey feedback has evolved to the point where we really know something about what makes for an effective feedback process.

- First of all, surveys must be designed with feedback in mind. This means that most if not all of the items in a survey should deal with issues that are under local control where employee involvement can make a difference to enhance organizational effectiveness. Such factors as working conditions, communications, job assignments, supervisory recognition, teamwork, and so forth fall into this category. Factors beyond the immediate control of intact work groups such as market strategies, long-range plans, or benefit programs, may be appropriate survey topics, but they probably contain little potential for extensive employee involvement. One way to test whether survey items can be involving is to have managers and/or employees rate them ahead of time in terms of potential actionability at the local department level.
- Surveys to a considerable extent should be open-ended to ensure that they cover what's really on the minds of employees. While from a processing point-of-view open-ended items may present some difficulties in large scale surveys, we're seeing them used more extensively.
- Anonymity of survey respondents has always been a concern; this becomes particularly important where there's heavy emphasis on feedback and breaking results down to the local departmental level. Strict procedures are needed to preserve respondent anonymity, and

data analysis must never be so granular that what any one individual says can be determined.

- Providing useful feedback and involving employees requires skill. Increasingly we're seeing training for feedback leaders in how to give feedback effectively. Behavior modeling and role play can be used for skill building. Feedback leaders may be the manager of the group himself or herself (probably an ideal situation, but this takes a great deal of skill and perhaps a thick skin), a key employee, or a professional feedback giver.
- Increasingly there's a more structured discipline for utilization of survey results. Ideally, this flows out of the feedback meeting into an administrative system where recommendations are captured and circulated for review and action. A tracking system to follow and resolve any open recommendations ensures that there's adequate response to the input provided by employees in the survey and feedback session.

The employee survey process is a long-standing technology which I/O psychologists have been using since the days of Hugo Munsterberg. It's still a very viable technology. But today most surveys have a thoroughly modern mission: employee involvement. For any company that really wants to move into this new and growingly pervasive arena of employee involvement, the attitude survey with comprehensive feedback is an ideal catalyst.

CORRECTION

Two papers presented at the APA convention in Los Angeles were not listed properly in both the August **TIP** and the APA convention program. The papers are listed here to give proper recognition to the authors:

1) Kehoe, Jerard F., Weinberg, Karen, and Lawrence, Ida. Dimension and exercise effects on work simulation ratings. (Copies available from Jerard Kehoe, AT&T, 550 Madison Avenue, New York, NY 10022).

2) Dalessio, Anthony T., Silverman, William H., Woods, Steven B., and Johnson, Rudolph L. Influence of assessment center methods on assessment center ratings. (Copies available from Anthony Dalessio, Psychology Department, Old Dominion University, Norfolk, VA 23508).

Understanding Management Development . . . and doing it

Lynn Summers and Dave Neumann*

The field of management development is characterized by a great diversity of practitioners, approaches and results. This is good. It makes our field the lively and exciting thing that it is. But regardless of our differences, we must all address some fundamental questions about what we do and how we do it.

- Can we produce changes in adults?
- What organizationally-worthy changes can be produced in managers?
- What kinds of treatments are best for producing organizationally-worthy changes in managers?

It is in the answers to these questions that we find direction and meaning in our work.

We asked these questions of several authorities in the field. The questions are embedded in a letter from the newly promoted Pearson L. Growth, director of management development for the Generic Company. (By the way, both the individual and his company are fictitious.)

The Generic Company

"Providing A Multitude Of Products And Services To The World"

Dear Management Development Professional:

I'm Pearson L. Growth. I've just been promoted to director of management development for the Generic Company. Our company employs hundreds of managers who are responsible for a wide variety of functions.

Unfortunately, I have no background in management development. That's why I'm asking you for help. I need advice on where to put my resources to best satisfy my company's management development needs.

As best I can make out, my job is to *get people to change*. But, to be honest with you, I'm confused. I talk to some of my colleagues and they say that people change

*Lynn Summers is vice president of training and management development at Hardee's Food Systems in Rocky Mount, North Carolina, and a **TIP** editorial board member. Dave Neumann is senior training specialist at Hardee's.

rather easily and that my job is therefore a cinch. Just send them to a workshop, or talk to them, or whatever, and they'll change. Others tell me that people won't change no matter what kind of treatment you give them.

So, my first question for you, before I can even think about spending the Generic Company's resources on any management development activities at all, is:

I. Can we produce changes in adults?

I realize that people may be conducive to change in some respects, but perhaps not all these potential changes would be worthwhile to my company. After all, my official charge is to "ensure that Generic Company's management team is developed to the fullest of their potential so that GC can thrive long term in a highly competitive business environment."

But there are so many things I can aim my resources at in order to promote individual development. Some of my executive peers tell me they want their people trained in communication skills. Others say they want their managers to develop healthy attitudes, like loyalty and enthusiasm. Others want their management team to learn technical subjects, like finance and accounting. And I'd be happy if I could get our vice president to be a little more people oriented. Of course there are some who counsel me not to waste any time or money, because people don't change. Hence, my second question:

II. What organizationally-worthy changes can be produced in managers?

Finally—I get brochures every day on workshops, books, audio/video programs, and so on. And many consultants have been so generous to offer to come in and set up programs just for us.

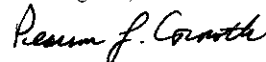
Let me put it this way: Anything can be done, so long as it is effective, both in terms of results (real change) and cost. My third question to you:

III. What kinds of treatments are best for producing organizationally-worthy changes in managers?

You have an opportunity to help me give shape to a new function within the Generic Company. What I do with the management development function at Generic depends entirely on what you tell me about people change—on your answers to my three questions.

I'd appreciate it if you could have a response to me as soon as possible. My budget proposal is due next month. By the way, please keep your response under 300 words—I'm a slow reader.

With regards,



Pearson L. Growth
Director of Management Development

PLG/bb

Responses were received from (in alphabetical order):

Paul Banas, George Edwards and Ray Sauers in the Education and Personnel Research Department at Ford Motor Company.

Robert Blake and Jane Mouton of Scientific Methods, Inc.

Doug Bray, until recently at AT&T, now chairman of the board of Development Dimensions, International.

Frank Erwin, president of Richardson, Bellows, Henry and Company, Inc.

Irv Goldstein, professor and chairman, Department of Psychology, University of Maryland.

Leonard Goodstein, chairman of the board, University Associates, Inc.

Howard Lockwood, director of Human Resources Development, Lockheed Corporation.

Mel Sorcher, at Richardson-Vicks, Inc.

Paul Sparks, formerly at EXXON, now proprietor of Serendipity Unlimited.

Tod White of Blessing-White, Inc.

"YOU WANT WHAT? BY WHEN?"

It seems that Pearson asked the right questions. Several of his respondents began by commenting on the task that lay before them. Bray labelled them

fundamental questions about the development of managers. . . . I can assure you that a complete book would be needed to explore them fully.

In a similar vein, Sparks likened our request to: "Describe the universe in 1000 words or less and give references." Goodstein felt that we

. . . pinpointed the critical issues that must be confronted before any manager invests organizational resources in a new program or project.

Erwin empathized with Pearson's dilemma: "Your letter . . . helped put all of the mountains which we must climb in better perspective. They're much smaller than yours." So it looks like Pearson hit a nerve.

I. Can We Produce Changes in Adults?

There are two types of answers to this question: those that expressed a "nurture" optimism (Of course adults can change), and those that expressed a milder form of the affirmative (Yes, but . . .).

THE SKY'S THE LIMIT

Among the first group were Blake and Mouton, Bray, Lockwood, Goldstein, Goodstein and White. According to Goodstein, the scope of change is virtually limitless.

Based upon adult learning theory and the behavioral revolution, we now have available techniques and programs that can produce in the training environment virtually any behavior within human capability.

White echoed this perspective,

So long as people have the desire, the ability, the God-given capability, they can change from any 'X' to any 'Y.' We can make happy people unhappy simply by cutting their salary in half. We can turn pharmacists into accountants, and actors into presidents. We can even turn men into women!

Blake and Mouton provided a similarly emphatic yes.

Adults do change in organizations, sometimes under the pressures of corporate evolution, sometimes related to systematic development, and sometimes under still different influences such as intense competition. The obvious answer to your question is, "Yes, adults can change."

BUT SOMETIMES IT GETS CLOUDY

Sentiments among the "yes, but . . ." group were equally affirmative. However, Erwin, Sorcher, Banas, Edwards and Sauers, and White hastened to add some conditions for change to occur. Erwin says that the answer to Pearson's question

is a conditional yes, because you will not be able to turn all of the sows' ears into silk purses. While most persons will change as a result of training, some will change more than others and some won't change at all.

Sorcher also stated some conditions for change to occur:

Most managers will change if two conditions prevail: (a) they are given a good enough reason, e.g., reward, recognition, self-esteem or the threat of personal failure and (b) the new behaviors are consistent with their personal values; if they are not, change is unlikely.

Pearson recalls his first meeting, in his new role as the mavin of management development, with a group of Generic Company middle-managers. Each told him, "Oh, yes. I think all of my people could benefit from development." They, *themselves* of course, did not need developing. So his heart was warmed to learn that Banas et al.

concluded that the change that we're looking for in a total organization has to start with each manager. And that's a very important principle because it says: First, look at yourself and decide what you're going to do as opposed to what you're going to do to somebody else.

And White drove the point home:

So, sure, adults can change. But causing the change to happen is a whole lot easier if the person wants to change. And this is where you may be getting off on the wrong foot. Everyone you refer to in your letter wants someone else to change—usually their subordinates. . . . But people usually won't change simply because someone else wants them to change, even if it's their boss.

Banas et al. described a complex view of individual change. They feel that it requires changing both the individual and the system. According to them, change can be difficult since "people in large complex systems

have a tremendous investment in stability." Sparks quotes George Washington to make a similar point:

One of the difficulties in bringing about change in an organization is that you must do so through the persons who have been most successful in that organization, no matter how faulty the system or organization is. To such persons, you see, it is the best of all possible organizations, because look who was selected by it and look who succeeded most within it. Yet, these are the very people through whom we must bring about improvements.

But this problem of changing those who have an investment in stability is not insurmountable. Banas et al. get managers to want to change by

stimulating some dissatisfaction with the status quo, highlighting and building up awareness of perception around the need for and the value of making any change.

But even once they have chosen the path, the road to change is not smooth by any means. Banas et al. have observed that change seems to occur in four distinct phases.

The first stage that we've identified is a stage that we call *gripping*. Usually they gripe about the process. Secondly, they go through a stage we call *groping*, where they struggle and attempt to get some handle on what's being asked of them. The third stage is *grasping*, where things start to come together and they begin to find the insights of what it means for them in practical ways that they can relate to. And the final stage is *growing*—when change then does occur and a meaningful experience results from which they take away the feeling that change has been effected.

The four "Gs" of personal change—that's something Pearson can make practical use of.

Yes, we can produce changes in adults. Pearson is pretty well satisfied that some of his managers may be able to change. It may not be easy or happen too quickly, but it seems that the experts agree that change can be produced. This leads us to the next question.

II. What organizationally-worthwhile changes can be produced in managers?

NEEDS ASSESSMENT

Most of the management development professionals answered this question by describing for Pearson a process by which the particular development needs of managers in the Generic Company could be made visible—needs assessment. Rather than give him a fish or two, they preferred to teach him how to fish. This group included Erwin, Goldstein, Goodstein, Lockwood, Sparks and White. According to Goldstein,

our emphasis is not on the training programs but rather what changes you want to produce and what the organization needs to do to produce changes.

There are several important aspects of needs assessment in Goldstein's view:

The first part is organizational analysis to determine what changes are needed, what the best ways to produce those changes are (training is not always the best way), and

what the organization needs to do to support change in the organization. . . . Another step of needs assessment involves the determination of the critical tasks that will be performed on the job and the critical knowledge, skills, and abilities necessary to perform those tasks.

Goodstein adds a caution to would-be needs analysts: "All too often, this process is more of a wants assessment than a needs assessment." His point is that we need to start by focusing on what the real needs are, i.e., closing the critical gap between what is required on the job and the current level of managers' skills. Once these basic skills requirements have been met, then it may be possible to address some wants.

But the translation of needs analysis results into organizational programs is never an easy or straightforward task. Sometimes, the needs analyst must play the role of mediator, as Sparks points out.

The results of your objective analysis of what managers actually do or the roles they play in Generic may be met by a top management comment of, "But that's not what we want them to do." One of your first tasks may be to achieve an acceptable level of reconciliation, if such a discrepancy exists.

III. What kinds of treatments are best for producing organizationally-worthwhile changes in managers?

In his Question #3, Pearson was looking for clues about what kind of learning experience works best: workshop, university program, special assignment, or whatever.

OBJECTIVES

Pearson discovered, quite properly, that there is no universally appropriate treatment. According to Banas et al.,

The kinds of treatments that work are those that are appropriate for the kind of objective that you've set. In our environment that might include job design, it might include teambuilding, it might include managing by objectives. But all of these treatments have a place if they're appropriate for the particular condition and the vision that you've set for yourself.

Sparks makes the bold statement that "there are no inherently bad development programs," and adds:

The extent to which any one is learning-efficient and cost-effective is determined by its relevance to the goals of the organization and the capabilities of its personnel.

The individual learner also needs to be considered; Sparks cautions Pearson to consider each possible treatment "in terms of its applicability to the individual whose development is being planned."

Lockwood succinctly caps consideration of choosing treatments by advising Pearson to "let form follow function."

EVALUATION

To empirically determine whether the treatment chosen actually is

effective, several of the development professionals advised Pearson to set up a method for evaluating the program.

Erwin, for example, urged Pearson to have the prospective suppliers of his programs

describe a means by which you can establish where participants are before they start the training, what results the training is expected to produce, and how the change expected is to be measured without resorting to popularity reports. . . . And, once the training is implemented, there should be a continuous post-training performance evaluation program.

Goodstein concurs and extends Erwin's recommendation:

Any management development program that cannot be shown to impact bottom-line performance should be suspect. In other words, the evaluation of a management development program should include more than some index of satisfaction with the program, more than demonstrating that learning has occurred, more than simply showing that the learning has been transferred to the work site. The evaluation of a management development program should demonstrate that the behaviors changed by the program are improving the quality and/or quantity of the work of that organizational unit in some straight-forward and direct fashion. The requirement that this be the case forces the director of management development to deal with the systemic issues of applying the changes in the work group or unit.

ON-THE-JOB EXPERIENCES

Bray observes that most of the changes that occur in managers don't occur as a result of a training course.

They result, rather, from an interaction between the person and his total work environment—his or her job responsibilities, the boss, incentives and rewards, and the corporate culture. Does this mean that we cannot influence these changes? No, but it does mean to induce or facilitate positive development we must work on the person's environment. There may be more pay-off in training a person's boss than in training the person.

Eighty to ninety percent of development, according to Lockwood, occurs on the job, not in the classroom.

The "formative response" is a concept that Pearson may want to capitalize on. According to Bray,

The greatest changes take place during the early years in management. Young people seem to make what I have called a "formative response" to their careers. Some are turning on motivationally and gaining important management skills. Others are turning off and learning little.

I suggest, therefore, that you give high priority to establishing a program for beginning managers emphasizing job challenge and the training of those supervising new managers.

White also takes the position that most development occurs on the job and suggests to Pearson a way to manage it: (1) Managers first must assume responsibility for their own development. (2) They then use a structured method to analyze their strengths and weaknesses incorporating input from their boss. (3) They devise a personal development plan.

The development plans, Pearson was interested to find out, usually emphasize on-the-job experience. In fact, White says, many development plans will overlap, providing Pearson with quasi-needs analysis data for constructing some centralized programs: "What is a development plan for your managers is market research for you."

And then there's the old standby method for heightening on-the-job experience: job rotation. Or, as Spark calls it, IBM (I've been moved)!

Some Important Issues

TRANSFER AND OWNERSHIP

Pearson was rather thoroughly introduced to the age-old training issue of "transfer": how to insure that behavior change produced as the result of a treatment is carried over into the work setting. Blake and Mouton refer to the "normative" question: What constraints exist within the organization? Such constraints need to be removed to permit managers' new skills to be used.

To reduce such constraints, Bray advises Pearson to train the managers' bosses. Sorcher suggests

... training their [bosses] how to encourage and reinforce what you want subordinates to do; expectancies must be communicated and new behavior must be reinforced.

Likewise, Goldstein asserts that "... it makes no sense to design a training program which will not be supported by the [bosses] of the trainees."

Goodstein goes beyond getting the boss on the bandwagon. In the spirit of Blake and Mouton, he tells Pearson that transferring the newly-learned skills

to the workplace requires a systematic effort by the organization. Such an effort requires a redefinition of the job, including a new job description, a change in the performance appraisal system, a modification of the reward system, and general overhaul of the way the organization goes about doing its work.

In other words, to paraphrase Banas et al., Pearson will have to change managers' environments as well as the managers. One way to do this was outlined rather passionately and in some detail by both Banas et al. and Lockwood. Their method has to do with *ownership*: Whose responsibility is management development, anyway?

According to Banas et al.,

the biggest mistake and the one that is observed so often is that the director of management development and the people who are part of that function believe they are responsible for development. And when they take on that type of responsibility, they are assuming the job of the line managers. And usually, what that means is that they don't have [management] support. ... Management development, to the surprise of many directors of management development, is the responsibility of the line manager, and to the extent you involve them in a collaborative way in the develop-

ment of the management development program—you even involve them in doing the ... training—the stronger your management development program will be and the more effective it will be.

It became easier for Pearson to visualize responsibility for developing people dispersed through the system, rather than resting on a single set of shoulders. But that also means that the success for developing people effectively will be enjoyed by the folks out there. Pearson's pleasure will be vicarious, but that's OK, so long as development happens. Again, Banas et al.:

Management development [is] a collaborative effort that occurs between management and the management development department. If you don't have that, you're doomed to mediocrity. Probably one of the most difficult aspects of our business is to recognize that success has to belong to the managers and not to us. And what we have to do is learn to bask in the glory of their success and not try to bask in the glory of our success. If you do that, if you understand your values, beliefs, and norms, and you are able to get support for collaborative effort, you will be very satisfied with the impact that your function has on the company.

Lockwood takes a roughly similar view but describes a different process. He concludes that

if most development occurs on the job, managers should understand and be trained in their role as people developers. This is only partly, and too often unsuccessfully, accomplished with performance appraisals. What we should stress is the manager as coach, but this concept is a real challenge to implement.

To develop a sense of ownership in the development programs, Lockwood, in addition to developing the bosses, would involve several levels of the organization in the needs analysis. "Ongoing support can be obtained by the formation of an advisory council of influential line executives." And, coming full circle with the ownership principle, White contends that

a plan that's "owned" by the manager and supported by his/her manager is certainly much more likely to produce the significant changes you seek than would a plan created by you or by the manager's [boss].

SELECTION

Pearson also learned that there is an interplay between selection and development. Bray tells him that

... you seem to interpret "management development" rather narrowly. What top management wants is enough good managers to run the business successfully. It doesn't matter how that's accomplished. One way is to select people for management who need little development. Selection can't help with those already in place, but it can do a lot for the future. Tightening up your employment and promotion methods is likely to yield more returns per dollar than management development courses.

Likewise Erwin:

Add an evaluation of management selection techniques to your list of things to do.

Without a system which couples selection and development, you are left in a position of being like a basketball coach asked to produce a winner, but without a say in the size of the players who will be on the team.

And, while we're talking about selection . . . there were some questions raised about the quality of Generic's decision to promote Pearson L. Growth. Sorcher states it rather directly:

it is unusual for a company employing hundreds of managers to appoint a Director of Management Development who has no background in the field.

Blake and Mouton pursued this issue in considerable depth. They told Pearson that

the deeper issue is "you." As a person who is apparently uninformed about management development, organization development, theories of change, the introduction of planned change or change by design, you are in no position to represent to your management or to explain, justify, or defend technically valid solutions to this problem. As a result, the problem is distinctly different than the one you posed. The real question is, "Can you change?"

I would recommend you learn to answer the question by developing yourself into a firsthand, knowledgeable person so that when you do communicate with your managers, you communicate in a manner that makes sense to you and to them, provides the rationale, and can get the involvement in tackling the many tough decisions necessary to create the conditions under which real, productive change can occur with positive bottom line implications for the Generic Company.

Pearson appreciates the directness of this response and understands the consequences of painting by the numbers rather than through the application of genuine understanding of subject and techniques. Well, . . . maybe that position back in Operations is still open. . . .

LET'S GO DEVELOP!

We (the real authors of this piece—not Pearson) appreciate the seriousness with which *all* the contributors approached their task. It was a contrived exercise, but the responses are not academic. Our development professionals have *lived* Pearson's questions and, through their own successes and failures in the "real world," have been able to forge the answers collected here.

Segar v. Smith: Employers Now Burdened with Defending the "Business Necessity" (validity?) of the Total Personnel Decision Making System!

James C. Sharf

U.S. Office of Personnel Management

The Department of Justice failed in May to get the Supreme Court to review an appeals court decision which holds employers liable under Title VII for defending the "business necessity" of a total personnel system in which otherwise comparable whites and blacks are either not progressing at the same rates or not being paid the same. The ironic implication of this Court of Appeals for the District of Columbia decision (and a similar precedent in the 11th circuit) is that employers who "affirmatively hired" individuals with lesser abilities will now be held liable when the plaintiff merely points to differences in advancement rates and/or differences in salary. According to **Segar**, the plaintiff need not prove that comparably situated whites and blacks were treated differently on the basis of their race in order to establish a *prima facie* presumption of discrimination ("disparate treatment") but merely that their salaries on the average were significantly different ("disparate impact"). While the **Segar** opinion is in the public sector, there is no reason to distinguish this case from comparable arguments that could burden an employer in the private sector.

Background

In 1977, two black special agents of the Drug Enforcement Agency (DEA), an agency of the Department of Justice, brought a Title VII case alleging that DEA had engaged in a "pattern or practice" of discrimination. Trial was held in 1979. The district court held that DEA had discriminated against black agents in salary, promotions, initial (GS) grade assignments, work assignments, supervisory evaluations, and imposition of discipline. (Recruitment and hiring issues had been settled prior to the case and were not part of the litigation). The district court based its decision on both statistical and anecdotal lines of evidence. The statistical evidence revealed that after 1972, the date when public employers became subject to Title VII, black special agents were paid significantly less than whites as well as 12% less likely than whites to be hired at the GS-9 level.

Entry level agents at DEA were typically hired into GS-7 positions based on their having three years of general experience and one year of specialized experience. The requirements for GS-9 were three years of

general experience and two years of specialized experience as detailed in the federal Handbook X-118.

Plaintiffs' Arguments

In making out their *prima facie* case under Title VII, the plaintiffs looked at four characteristics (education, prior federal experience, prior non-federal experience and race) using multiple regression analysis to determine which of these characteristics might explain the salary difference that was found. The plaintiffs analysis revealed a statistically significant salary difference between black and white agents with comparable education and experience.

Defendant's Arguments

DEA countered this argument by asserting that the plaintiffs had failed in their regression analysis to account for the relevant explanatory characteristic of "prior law enforcement experience." DEA's argument was not empirical, however, in that their attorneys apparently felt that a rational explanation was sufficient to convince the court that the differences could be "rationally" explained as to why the plaintiffs did not in fact have a *prima facie* case. What the DEA defense attorneys failed to do (until after trial) was to actually go back and recreate the complete personnel records which would have been used to make hiring and grade placement decisions and then to do their own regression analysis to determine whether in fact the initial grade assignment followed X-118 standards.

The DEA attorneys pointed out that the characteristic "prior law enforcement experience" which was used by DEA in making grade level assignments under X-118 was not on the personnel information system computer records known as "JUNIPER" to which the plaintiffs had access (although this information would have been retrievable manually from the Justice personnel files). DEA reasoned that a rational person (i.e., the judge) would understand that this factor of "prior law enforcement experience" was both required by X-118 and was obviously accounting for the difference in initial GS level assignments between whites and blacks.

District Court Decision

The district court held that the two sigma average salary difference between blacks and whites was sufficient to establish a *prima facie* presumption of discrimination. The court reasoned that where there were significant salary disparities, there was reason to believe that black agents had been treated differently than similarly situated whites. DEA's position was argued hypothetically without a full blown "business

necessity" defense. They argued unsuccessfully that since the standards required in handbook X-118 credited individuals with prior law enforcement experience, it was reasonable to assume that this was accounting for the black/white difference, not the alternative explanation that DEA intended to treat blacks differently.

Establishing a *Prima Facie* Presumption of Discrimination

The plaintiff in Title VII action can establish liability under two theories: disparate treatment or disparate impact.

According to the Supreme court holding in **Burdine**, a disparate treatment case, the "ultimate burden of persuading the trier of fact that the defendant intentionally discriminated against the plaintiff remains at all times with the plaintiff." To rebut a disparate treatment challenge, the employer can argue that the observed disparity between the plaintiff class and the majority group does not support an inference of intentional discrimination because there is a legitimate, non-discriminatory explanation for the disparity. For example, the employer might show that the standards in X-118 crediting "prior law enforcement experience" might account for the difference *without* having to defend the "business necessity" of the standards in X-118.

In a *disparate impact* (adverse impact) claim, a plaintiff challenges employment practices that are facially neutral but that in practice fall more harshly on one group than another. Differences in qualification rates from tests are the most painfully familiar type of "facially neutral" disparate impact cases. The plaintiffs' by demonstrating differences in selection rates (using either the "4/5ths rule" or tests of statistical significance) for a facially neutral employment practice (such as a height and weight requirement) shift the burden to the employer to defend the "business necessity" of that *specified* employment procedure identified by the plaintiff as having adverse impact.

Implications of the *Segar* Precedent

Title VII precedent built on **Griggs** had always held prior to **Segar** that plaintiffs' challenge to specifically identified "facially neutral" requirements such as "prior law enforcement experience" that fell more heavily on one group than another could be justified if they could be shown to the court's satisfaction to be a "business necessity." Courts have accepted validity evidence as demonstrating "business necessity." Stated another way, even though a specific selection standard such as a minimum passing score on a test has *adverse impact*, it can be successfully defended as a "business necessity" if it is shown to be valid. Of course, the Uniform Guidelines as well as generally accepted professional standards become central to any such line of defense.

What was unusual in *Segar* was that the court implied a motive of intent not based on showing that blacks *were* treated differently than similarly situated whites but on merely a showing that on the average blacks were paid significantly less than whites and were 12% less likely to begin their careers as special agents as GS-9s. The unique new Title VII burden articulated in *Segar* is that the employer now has to both identify the specific employment practices creating the observed difference AND defend the "business necessity" of the employment practices that the employer offered as contributing to those differences. This likely means a "business necessity" defense of the total personnel system requiring defending the validity of the total employment decision making system! In other words, no longer would tests be singled out as having adverse impact thus shifting the burden to the employer to defend their business necessity alone. Now all the plaintiff has to do according to *Segar* is demonstrate an unequal outcome such as differences in rates of advancement or differences on the average in salary and the burden shifts to the employer to defend the *entire employment system*.

Unsuccessful Department of Justice Petition to Supreme Court to Review *Segar*

As the Department of Justice argued in unsuccessfully seeking Supreme Court review of this decision, the consequences of this decision are far reaching with substantial implications for any practitioner conducting selection research or implementing selection and appraisal procedures:

"The court of appeals' approach not only restricts the employer's defenses previously recognized by this Court; it also would make Title VII litigation that is already extremely complex even more complicated and difficult to resolve fairly. The courts would have to decide, in the midst of class-wide disparate treatment litigation, whether any number of employment practices had a disparate impact not justified by business necessity, even though plaintiffs had not pleaded or presented evidence tending to establish a disparate impact claim. The added burden imposed on the government as an employer would be particularly onerous; it could be required to undergo the enormously expensive and time consuming validation procedures for many employment qualification standards prescribed by the Office of Personnel Management (OPM), even if those standards were not attacked as having a discriminatory impact not justified by business necessity. Otherwise, the government would risk a ruling that, through its defense against a disparate treatment charge, it had made out a *prima facie* disparate impact claim against itself and had not validated the qualification. There are several hundred federal occupational series, and each series has distinct qualification standards, normally containing different qualification requirements for each grade level. Thus, the rule enunciated by the court of appeals could seriously disrupt the federal personnel system.

"The court of appeals' ruling is unfair to employers, and in particular to the federal government as an employer, because it requires employers to defend against charges that are not contained in the pleadings and of which the employer may not

have adequate notice. Many class-wide disparate treatment cases are in litigation for years, with numerous claims of discrimination in all kinds of employment practices. Such suits are already immensely complex and enormously expensive to defend. In the course of his defense the employer may attempt to rebut plaintiffs' statistical evidence by showing that the disparity is caused by a nondiscriminatory employment practice. If he succeeds in doing so, the employer has successfully defended against the charge of intentional discrimination against him, unless the plaintiff shows that the employment practice is a pretext for discrimination. There is no legal basis for making the employer go further, and show the business necessity of practices that plaintiffs have not identified or challenged as violating Title VII.

"Moreover, the practical difficulties that this rule would cause are enormous. The validation study ordered by the district court in this case and the task of designing new personnel practices for DEA will take at least six years and cost approximately \$400,000. Because virtually all employment qualification determinations in the federal civil service, whether for initial placement, promotion, or entry into training programs, are based on minimum qualification standards published by OPM, the implications of the court of appeals' ruling are apparent: the ruling could place at issue the validity of innumerable qualification standards, with the consequent staggering expense of validation of such standards, even in the absence of any challenge to those standards under a disparate impact theory.

"The problem is exacerbated by the fact that the standards vary greatly in the extent to which they require the exercise of expertise in their application to individual employee or applicant qualifications. Standards that leave much discretion to expert personnel judgments are simply not susceptible to validation, in the same way that test scores, or height or weight limitations are, and in some instances may not be susceptible to validation at all. Moreover, litigation against any individual agency would threaten the employment practices of the entire government, because the court's ruling could require a federal agency to show the business necessity of a standard prescribed government-wide by the OPM. When objective employment qualifications are published, and thus readily available to plaintiffs, and plaintiffs have not charged or proved that any such practices violate Title VII under a disparate impact theory, there is no justification for imposing such burdens on the government as an employer."

Conclusion

A rewriting of the *prima facie* threshold sufficient to shift the burden to the employer under Title VII such as was done in *Segar* is not the law of the land until upheld by the Supreme Court. The fact that two courts of appeals have handed down similar decisions almost simultaneously coupled with the Supreme Court's decision not to review *Segar*, however, will certainly be seized upon by the plaintiff's bar in sticking it to employers. Obviously the lawyers win again.

**Testimony of
Benjamin Schneider, Ph.D.
On Behalf of
The American Psychological Association
and
The Society for Industrial and Organizational
Psychology, Inc., a Division of the
American Psychological Association
Before the
U.S. House of Representatives
Education and Labor Committee
Subcommittee on Employment Opportunities
On the Subject of
The Uniform Guidelines for Employee
Selection Procedures**

July 18, 1985

Mr. Chairman, Members of the Committee:

I greatly appreciate the opportunity to testify before the Subcommittee on Employment Opportunities regarding the *Uniform Guidelines on Employee Selection Procedures*. I am Dr. Benjamin Schneider, professor of Psychology at the University of Maryland, and I am here on behalf of the American Psychological Association (APA) and the Society for Industrial and Organizational Psychology, Inc., a division of APA. As President of the Society for Industrial and Organizational Psychology, I thought it was important for the Subcommittee to have the Society's input because of the central role the *Uniform Guidelines* play in the science and practice of my field.

In brief, my sense of the field's opinion is that the present *Uniform Guidelines* fail to adequately represent contemporary scientific knowledge and, thus, do not represent good contemporary practice. It is not that the guidelines were poor, it is that since they were written considerable progress in a number of specific areas has been made. Indeed, progress in some areas has resulted in the Society's *Principles for the Validation and Use of Personnel Selection Procedures* (2nd edition), revised in 1980, undergoing revision again. We expect to complete this second revision in the next six months.

More specifically, I have chosen to present here four issues that are inadequately discussed in the *Uniform Guidelines*.

1. **Validation Generalization**—There is now good scientific evidence to indicate that for broad classes of jobs and broad classes of cognitive ability tests the relationship between ability and performance is positive and generalizable across settings. This means that in many cases it is unnecessary to conduct new validity studies each time an ability measure is to be used as a basis for making hiring decisions. From the standpoint of economics, then, results from validity generalization studies have been obviously encouraging. Of at least equal interest has been the finding that the typical validity study, using small available samples, may yield incorrect inferences about selection procedure validity. Of course, it is necessary for us to define the conditions under which validity generalization is supportable.
2. **Content Validity**—Progress in building measures that tap into Knowledge, Skills and Abilities (KSAs) required to perform a job indicates that a wide range of selection procedures, including but not only job sample tests, can be useful in assessing job applicants. That is, there are a variety of ways to assess the extent to which applicants possess the KSAs necessary for effective performance and these include simulations of jobs that require KSAs like the job, simulations that require applicants to learn tasks like those to be performed, and paper and pencil tests that assess the cognitive skills that jobs may require. The content in a measure needs to assess the KSAs required for job performance not the exact task behaviors the job may demand.
I should note here that actual job sample tests are frequently not feasible from an economic standpoint and they deny our documented capability to assess KSAs without having a physical representation of the job. Again, researchers in our field are now defining the conditions and procedures concerning the establishment of content validity.
3. **Differential Prediction**—Our scientific literature indicates that there are not grounds for assuming that selection procedures work differently for persons of different racial subgroups. The *Uniform Guidelines*, however, require assessments of differential prediction in each situation (when feasible). Not only is there no evidence for differential prediction, but in each situation it is typically not feasible to make such an evaluation because of small sample sizes.

The National Academy of Sciences report on ability testing put it this way:

The Committee has seen no evidence of alternatives to testing that are equally informative, equally adequate technically, and also economically and politically viable, . . . and little evidence that well-constructed and competently administered tests are more valid predictors for a population subgroup than for another: individuals with higher scores tend to perform better on the job regardless of group identity (National Academy of Sciences, 1982, p. 144).

4. **Utility Analysis**—I have raised the issue of economics in each of the previous topics because our scientific literature now suggests that considerable financial benefits can accrue to organizations that employ competently developed employee selection procedures. My colleague today, Wayne Cascio, has been at the forefront of such research.

Simply put, the *Uniform Guidelines* do not take cognizance of this literature or the procedures for conducting economic utility analyses. In a time when productivity in the work place is a national concern, the issue of utility is important enough to be present in a guidelines document.

I have been addressing some issues that science and practice in I/O Psychology since 1978 suggests make the current *Uniform Guidelines* out of date. We thus feel the Subcommittee has only two alternatives regarding the future of the *Uniform Guidelines*: revise them to take advantage of contemporary knowledge and practice, or drop them in favor of a "professional practices" doctrine.

In either case, the Society for I/O Psychology, as I noted earlier, will revise its *Principles*. We will do this as part of a continuing educational service to our members, acquainting them with the most up-to-date knowledge relevant to our professional practice. We hope that other users of employee selection procedures also find our *Principles* useful.

Thank you for the opportunity to testify. I would be happy to answer any questions you have.

SELF-STUDY GUIDELINES FOR ACADEMIA

If you are in the process of planning a major program review or even a very focused evaluation of some aspect of your program, you might find H. R. Kell's *Self-Study Processes: A Guide for Post-secondary Institutions* useful. Published for the American Council on Education by the MacMillan Publishing Company, this handbook includes guidance for departmental and programmatic self-study and accreditation, including a listing of other information, instruments, and services available for self-studies.

Undergraduate Programs in I/O Psychology: Survey Results

Lawrence H. Peters
Texas Christian University

When I started the task of summarizing trends in undergraduate I/O programs, I had no idea what I was going to find. After having completed my survey, I surprised myself by finding, with few exceptions, almost nothing to summarize! Originally, I decided it might be useful to provide information about undergraduate I/O curricula to persons interested in developing such programs. After all, we have all heard of the impending demographic crunch to hit centers of higher learning, and, particularly for those of us who teach in psychology departments, decreasing enrollment is of some consequence. Given trends among undergraduate students to seek majors which provide real post-college employment prospects, it seemed natural that some psychology departments would consider some type of program in the applied areas to fill that demand. Indeed, I have heard just this argument many times from my psychology department counterparts over the past several years.

Well, if there is a growing interest in undergraduate I/O concentrations, it is not apparent in the programs currently offered by psychology departments. My (somewhat haphazard) survey was conducted by (a) requesting, in a **TIP** ad, persons write to me with information on known undergraduate I/O programs (b) examining two source books for undergraduate programs (The College Blue Book and The Index of Majors), and (c) directly examining the university catalogs, and other documents, from those universities identified in the first two sources. I received few direct responses to my ad (and I do thank the persons who took the time to respond), but identified a number of colleges and universities said to have the target program in the two source books. Examination of actual catalogs and related materials, however, revealed how inaccurate the two source books were! In fact, I identified a total of only 12 colleges and universities who clearly have undergraduate programs in I/O psychology. I've listed the identified I/O programs at the end of this article.

What can we learn from these results? I think three conclusions are warranted. First, the fact that few colleges and universities offer undergraduate I/O specialties is important to note in its own right. This

may not be a trend worthy of reversing—there may be few undergraduate programs in I/O because there should be few. That is, these data may reflect the fact that our specialty requires training at the graduate level. Al Glickman, at a symposium on this topic at the 1985 Southeastern Psychology Association meetings, nicely summarized this argument by noting that over half of all undergraduate psychology majors go on to graduate school in psychology, where they specialize in areas such as I/O. Such data speak directly to where the profession historically places the burden of specialty training.

Second, there is not a vast fund of experience to rely on associated with undergraduate I/O programs. Nor is there any information about the relative success of those existing programs for meeting their I/O and vocational-related goals. It would be instructive to learn more about how the few existing programs are faring, if for no other reason than to test the assumption that our skills must be learned at the graduate, as opposed to the undergraduate, level. Clearly, one could define a subset of knowledge, skills, procedures, values, and the like as a core around which an undergraduate curriculum could be built. Further, the extent that this core curriculum meets both professional approval and fills marketplace demands can be empirically examined. Indeed, Gatewood and O'Connor (1979) provided a useful model for approaching the task of curriculum development in their examination of undergraduate personnel management programs. Perhaps we, as psychologists, need to practice our trade and conduct the appropriate needs assessment for undergraduate I/O programs.

Third, while each of the identified programs differed in the number of hours they required, the specific courses required, and their emphasis on a broad foundation in psychology, they did tend to converge in one key area. With few exceptions, the identified undergraduate programs were joint programs with business schools. As might be expected, the joint major emphasized the interface between I/O psychology and personnel management. This "trend" may well portray one mechanism through which I/O psychology may contribute to undergraduate education, by expanding the knowledge/skill base of students in more applied, occupationally-centered programs such as personnel management. In some sense, this marriage has already occurred, as evidenced by the large number of I/O psychologists employed by and teaching in business and management programs.

My goals in pursuing this task were to provide useful information for psychology programs considering the addition of an I/O major at the undergraduate level. I was somewhat surprised with the few number of such programs which currently exist. Beyond the conclusions about conducting a needs analysis and considering joint programs with more ap-

plied areas such as business, I can only recommend that efforts to pursue such work be done with an eye on evaluating the extent to which programmatic goals are met. At the very least, this will allow future reviewers to address the issues involved with undergraduate I/O programs from an empirical base.

REFERENCES

- Gatewood, R. D. & O'Connor, E. J. (1979). Information and the increased complexity of the personnel field. *The Personnel Administrator*, 71-76.
- Glickman, A. (March 29, 1985). The course offerings in I/O psychology. Paper presented at a Symposium on Industrial/Organizational Psychology at the Undergraduate Level, Southeastern Psychological Association, Atlanta, GA.

Colleges/Universities with Undergraduate I/O Programs

1. Averett College, Danville, Virginia 24541.
2. Bloomfield College, Bloomfield, New Jersey 07003.
3. Bridgewater State University, Bridgewater, Massachusetts 02324.
4. California State University at Hayward, Hayward, California 94542.
5. Clarkson University, Potsdam, New York 13676.
6. Kansas State University, Manhattan, Kansas 66506.
7. Marietta College, Marietta, Ohio 45750.
8. Moravian College, Bethlehem, Pennsylvania 18018.
9. Suffolk University, Boston, Massachusetts 02114.
10. The University of North Carolina at Charlotte, Charlotte, North Carolina 28223.
11. University of Detroit, Detroit, Michigan 48221.
12. Western Washington State University, Bellingham, Washington 98225.

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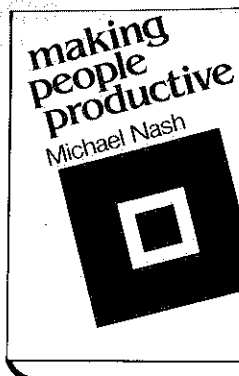
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On Misdirected Humanism in the Classroom

Daniel C. Feldman
University of Florida
Graduate School of Business

Daniel C. Feldman is Associate Professor of Management at the University of Florida Graduate School of Business. Over the past ten years, he has taught management and organizational behavior classes to MBA students at Minnesota, Northwestern, and Florida. He has been voted MBA Professor of the Year the past four years at Florida.

As professors of social science, we hold assumptions about the ways students learn that are based upon research in our disciplines. Most of us expect that students want to learn, that students learn better if they are intrinsically motivated, that positive reinforcement works better than punishment, that creativity can be, and should be, nurtured.

As scholars in the area of organizational studies, we make additional assumptions about the ways future employers of our students will—or should—operate. We teach that feedback helps improve performance, that managers should share and delegate power, that leaders should be open and honest with subordinates, that it is wrong to be overly evaluative with subordinates in public.

Because of these sets of assumptions, many professors of industrial psychology and organizational behavior try to run their courses with a humanistic orientation consistent with their values. They try to decrease the authority distance between themselves and their students; they try to downplay the importance of grades and evaluation; they try to actively involve the students in the design of the course and exams; they run their classes in a very laissez-faire manner.

Despite these noble efforts, however, many professors are frustrated that their humanistic orientation does not work as planned, is unappreciated by the students, or boomerangs. Steven Kerr, in his article "On the Folly of Rewarding A while Hoping for B," notes that in many organizations reward systems are so fouled up that behaviors which managers are trying to discourage actually get reinforced, and behaviors which managers are trying to encourage actually get punished. An analogous situation occurs in classroom settings. Many times our humanism discourages the very values and behaviors we are trying to instill, and encourages the very values and behaviors we disdain. Below, let's look at ten examples of this humanism gone awry.

1. **Telling a student "That's an interesting point" when the comment is off the wall.** Ostensibly, this handling of student mistakes gives the students a subtle social cue without punishing them in public. However, from this behavior several students will learn not to give realistic feedback to those who make mistakes. The more ingenious students will learn that no matter what they say in class, they will be rewarded.
2. **Telling students grades don't really matter.** Rather than allaying students' anxieties as intended, this comment generally increases their anxieties because the statement is so inconsistent with their own school experiences. They just keep waiting for the bomb to drop. Some students may mistakenly take the comment to heart, not study, get bad grades, and fail. Then the faculty member will be doubly punished: once for giving the student a low grade, and once for being a hypocrite.
3. **Being open and honest with students that research counts more than teaching in your own career.** Rather than being impressed by your candor, most students will be frustrated that their own interests come so blatantly behind your own. The more perceptive students will recognize this philosophy as the put-down it really is, and as a self-serving justification for being lazy in the classroom. If you're ambitious, you can reinforce this point by randomly skipping classes to go to conventions.
4. **Telling students it doesn't matter if they come to class, as long as they learn the material.** Intended to convey to students that they are responsible for their own learning, this strategem often has very different effects on student behavior. Many will learn from this directive that obviously nothing new is being covered in class, so they can devote their energies to other, more important classes.
5. **Telling students it doesn't matter whether they arrive late or leave early from class, as long as they come.** The original idea behind this instruction is to demonstrate to students that you are not uptight about silly bureaucratic details like class days and times. Unfortunately, this statement also teaches students that their time is more important than others' time, that arriving late and leaving early are good manners, and that disregard for mutually-set meeting times is no problem.
6. **Giving students all A's and B's.** This educational philosophy is meant to put into practice the idea that students learn better if they are unpressured by the threat of evaluation and failure. Students often learn from this strategy that the faculty would rather tolerate poor quality work than deal with the inevitable hassles of giving low grades. Furthermore, the students will correctly perceive that

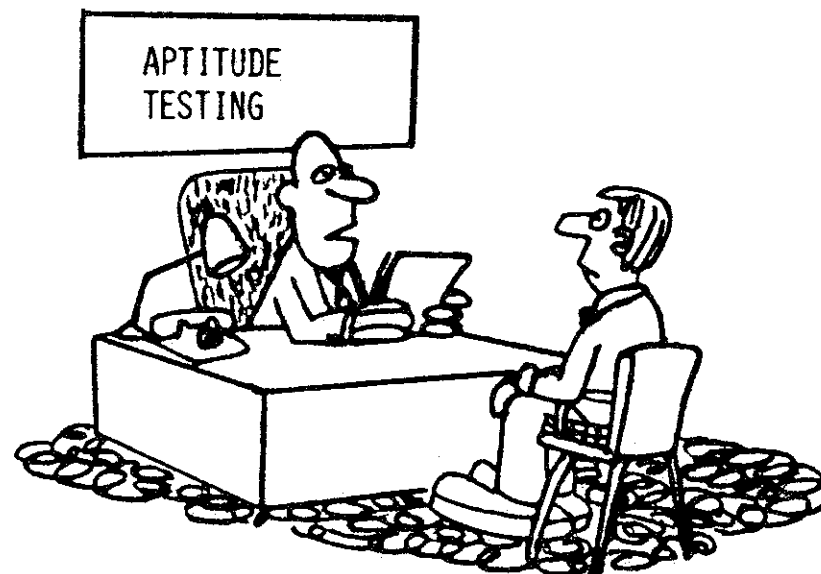
mediocrity is possible for everybody. The classroom becomes the Caucus Race in Alice in Wonderland: everybody starts where they want, ends where they want, runs at whatever pace they want, and everybody wins.

7. **Running an unstructured, free-floating classroom.** Many faculty hope this educational device will loosen students up, unfreeze them from their reluctance to learn, and increase their motivation through participation in decisions that affect their learning. Students often read different messages into this type of pedagogy. Some presume you don't know what you want to teach; others wonder how they can know what it is they should be learning when you don't. A few will think your unstructured teaching style is a coverup for lack of careful planning and organization. The truly perceptive student might learn that it is inappropriate to be unprepared and disorganized at low levels of an organization, but it's okay to be that way once one gets into a position of authority.
8. **Giving students feedback only on the content of their work and none on their writing style and grammar.** Ostensibly, this handling of student papers and exams encourages students to be creative without the distractions of rules of grammar, spelling, and syntax. However, this teaching strategy serves multiple other purposes. First, it teaches students that the way they present their ideas is irrelevant to the evaluation of their ideas in the real world. Second, it gives the faculty a chance to feel superior to all their colleagues in the past who have instructed these same students and failed. Third, it lets the faculty off the hook from taking time and energy to help students write better—and ensconces their lack of effort with virtue.
9. **Tolerating sullen and cantankerous behavior from students.** By ignoring sullen and cantankerous students, faculty hope students will learn that extinction works: if you keep on ignoring the crazies, they will fade or go away. Often students learn a variety of different lessons from this behavior: (a) the squeaky wheel gets the grease; (b) you can intimidate or manipulate authority figures with rudeness; (c) when a classmate gets on a bender in class, you can catch up on your homework in other courses or make lunch dates.
10. **Delegating all test composition and grading duties to your teaching assistants.** Theoretically, the point of this behavior is to spare Herr Distinguished Professor from having to cloud his or her mind with the mundane, trivial details of running a classroom. Neatly, however, it allows the faculty to distance themselves from all the unpleasantness of being in a position of authority while reaping all its accolades. Some sophisticated students might also learn that the

way managers should maintain their control over a situation is to send their minions to do the dirty work.

Why, then, does humanism often fail in the classroom? First, some students see it as self-serving and manipulative; the faculty are trying to get students to do what the faculty want them to do, but are conning the students into thinking they made the decision or understand it fully. Second, some students see it as hurtful. Under the guise of openness and honesty, you can say what you want how you want, and if somebody doesn't like it, whose problem is it? Third, some students see this brand of humanism as an unrealistic way of managing in the real world. The fact that many faculty believe hierarchical power relationships and structured work environments are bad does not negate the need to learn how to cope in those environments. Fourth, some students see it as laziness. It can be used to avoid work, and to shift unpleasant burdens onto others.

The issue at hand is not whether faculty should be helpful and supportive of students. No matter how curmudgeonly, there is no faculty member who does not want to be interested in, and interesting to, his or her students. The issue at hand is whether our efforts to be humanistic nourish self-respect and self-reliance or distrust of others and fear of manipulation. Rather than trying to prepare students for a Utopian world they will never face, maybe it's more humanistic to teach students personal responsibility, mutual respect, and realistic standards of performance in the world they're entering shortly.

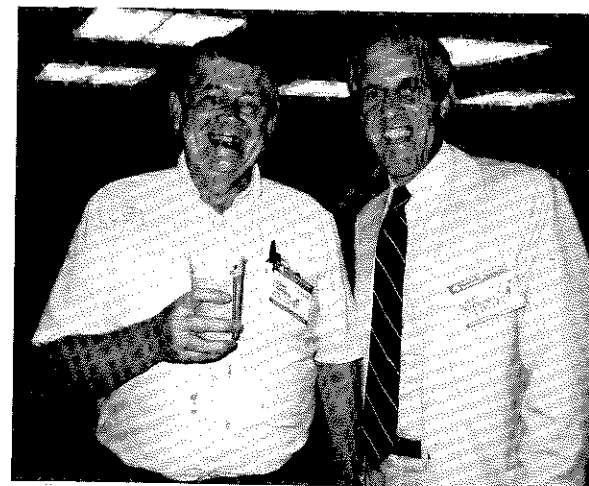


"Let's put it this way—if you can find a village without an idiot, you've got yourself a job."



Miriam Erez & Hannah Hirsh

*Some
Division 14 members
at the Society social hour.*



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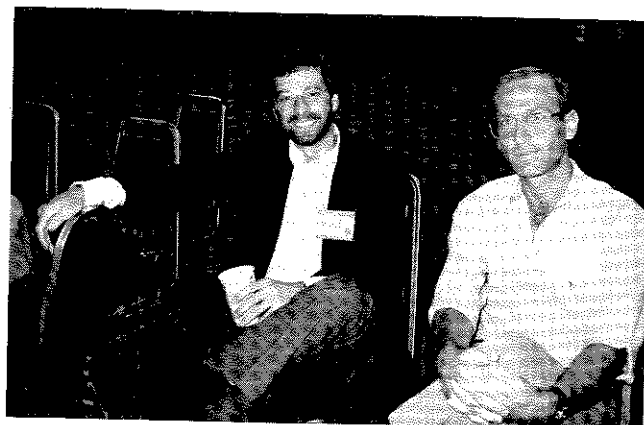
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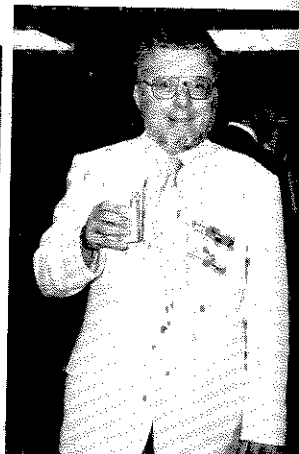
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**What was Robert Redford doing
at the Division 14 social hour?**



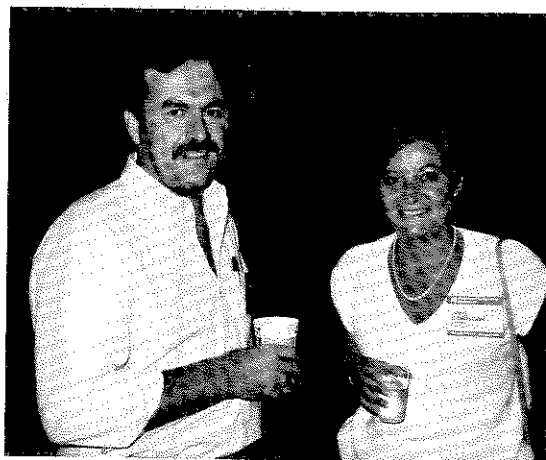
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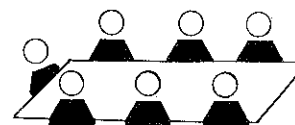
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There are approximately 2,300 members of Division 14, and the division has 16 standing committees, or about one committee for every 140 members. There are approximately 57,000 members of APA. If APA had the same ratio of committees to members as Division 14, they would have about 400 standing committees. They have "only" 91.



Committees

Professional Affairs Committee

Manny London, Chair

We have four major goals for the coming year, and four subcommittees to accomplish them.

Hannah Hirsh will chair a new subcommittee (Bob Billings, James Caplan, and Jim Sharf) to respond to APA's barrage of standards and guidelines which potentially crimp our style (i.e., ignore our needs and/or conflict with common I/O practice). Named the APA Liaison Subcommittee, their first responsibility will be to respond to the "Education and Credentialing Policy Goals and Revised 'Definition of Practice' for Model Licensure Guidelines in Professional Psychology" proposed by APA's Board of Directors. The subcommittee members have their work cut out for them. The subcommittee will also be responsible for preparing a document summarizing existing professional practice issues vis-a-vis APA's positions and their implications for I/O practitioners. Hannah is already thinking about a presentation at The Midyear Conference in Chicago on this topic.

Another new subcommittee will be established to identify existing professional affairs issues, positions, and policies of APA and the Society and evaluate how these will fit our future needs. Chaired by Bob Boldt, the sub-committee consists of Daniel Lupton, James Mitchell, Larry Peters, and Steve Stumpf. They will consider how professional affairs issues are likely to be impacted by different scenarios for APA reorganizing. They will report on standards, guidelines, positions, etc. that the Society needs to establish, revise, or clarify.

A third subcommittee, chaired by Tom Hilton, includes Dan Cohen, Ray Hedberg, and Stephen Laser. This subcommittee will continue its work on the role of the I/O consultant. Their goal is to report on how consultants develop their skills and on what activities they engage in (essentially a job analysis of the consulting role). The subcommittee also

will explore the feasibility of conducting histories of Society members who are distinguished practitioners. This might take the form of a transcript of a taped interview or it might be a biography based on interviews and archival research. Society members with ideas for interviewees or who are interested in conducting an interview, please contact Tom Hilton at the Navy Health Research Center, P.O. Box 85122, San Diego, CA 92138.

The fourth subcommittee is investigating MEGATRENDS in I/O consulting practice. Barry Friedman and his crew (Andy Imada, Jeanette Cleveland, and Dennis Warmke) will complete their interviews with major I/O consultants and prepare a report for the Society. (A preliminary report was in the August issue of **TIP**.)

The thread running through these four subcommittee efforts is attention to professional issues, past, present, and future. Learning from the past and envisioning the future, we hope to impact the current direction of professional psychology in a way which maximally benefits the Society. Readers with ideas for the Committee's activities should contact Manny London, AT&T Communications, 295 N. Maple Avenue, Room 7234L3, Basking Ridge, NJ 07920 (201) 221-3648.

Fellowship Committee

John R. Hinrichs, Chair

At the 1985 convention in Los Angeles, the Society elected 13 of our members to fellowship status—a truly impressive performance by last year's Fellowship Committee chaired by Tim Hall. That's an achievement it will be hard to top, but far from impossible.

There are many members of the Society who meet the APA criteria of "unusual and outstanding contribution or performance" in industrial and organizational psychology. We should recognize them.

Current Fellows of the division are encouraged to identify deserving candidates and initiate their nomination. If you act *immediately* you *may* be able to get something started for consideration this year; but it's not at all too soon to start the process for action next Fall.

Contact John Hinrichs, (203) 655-4414, for the necessary materials.

Membership Committee

Jim Sharf, Chair

The following individuals were approved for the designated status in Division 14.

Associate

Jack Leon
Stephen Magel
Molly Ann Squire

Student Affiliate

Marcia Auedon
Betty Breckenridge
Stephen Cerrone
Michael Harris
Barry Knake
Cathy Levey
William Loeffler
Cynthia McCauley
Charles McClintock
John McFerran

Member

Stephen Allison
David Barone

William Clover
Joseph Crum
Dan Dalton
Dory Hollander
Kenneth Holstein
Jay Lentz
Emile Libresco
Oliver Massey
Milton Matz
Wayne McCullough
Lockie McGehee
Cyril Mill
Ronald Morgan
Randall Schuler
Robert Silzer
Carl Sullivan
Ann Marie Volerio
David Weston
Ralph Williams
Guido Zanni

Secretary-Treasurer's Report

Ann Howard

Two significant events took place over the last year with regard to the Society's financial records. First, I relieved APA of being the Society's banker. This arrangement had been to our advantage when our resources were slim, since APA would cover overdrafts without charge. It became a disadvantage when our funds began building since they pay no interest, and we began to invest some funds elsewhere. Another benefit

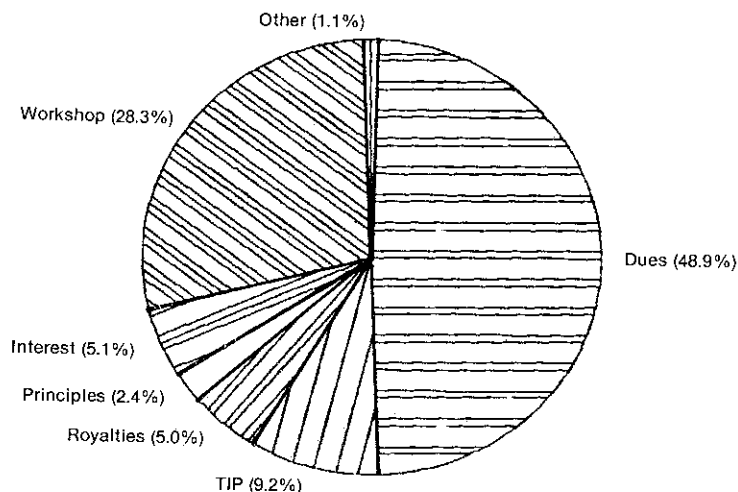
of handling our own disbursements is greater efficiency in getting our bills paid on time. The general treasury funds are now in a low balance checking account and a money market fund which draws interest.

A second event is that the Society entered the high-tech age by getting the Secretary-Treasurer's records on computer. This permits better tracking of where the Society has been financially and lends itself to more accurate financial planning. Each committee and function now receives detailed accounts of each type of expense.

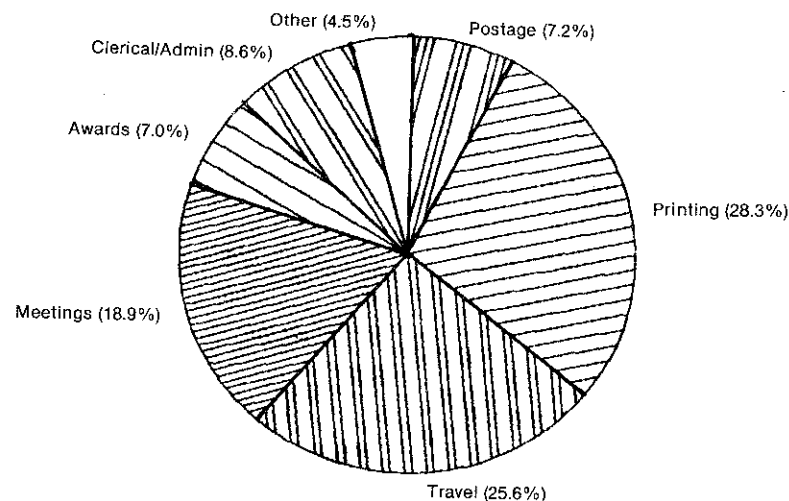
An example of our computerized accounts at work is the pie charts shown here of the distribution of income and expenses. The data are shown for the 1984-85 year as of August 19; they also include estimates of income and expenses by the Continuing Education and Workshop Committee. [Complete data for the 1984-85 fiscal year (Sept. 1-Aug. 31) were not available at press time.]

Not quite half of the Society's revenues came from dues (48.9%), with the rest from the workshops (28.3%), **TIP** subscriptions and advertisements (9.2%), royalties on the Innovations in Methodology book series (5%), sales of the *Principles for the Validation and Use of Personnel Selection Procedures* (2.4%), interest (5.1%) and other sources (1.1%). The three largest expense categories were printing (28.3%), travel, mostly to meetings (25.6%), and conference expenses for the meetings themselves (18.9%). The remainder was split among awards (7%), clerical and administrative functions (8.6%), postage (7.2%), and other expenses (4.5%).

INCOME 1984-85
(As of 8/19/85; Workshop estimated)



EXPENSES 1984-85
(As of 8/19/85; Workshop estimated)



The financial statement, also shown here, gives figures for the last three fiscal years. If you pull out your **TIP** from last November, you will see that about 1/3 of our financial records were not previously reported in financial statements. This is because the Continuing Education and Workshop Committee keeps a separate set of books which were not reported to the membership but which had to be included in the tax returns we have been filing since incorporation. The figures shown in this year's financial statement for 1983-84 and 1982-83 are taken directly from the tax return. Next year the 1984-85 data will be reported in the same fashion, and this policy will continue into the future.

Note that income for 1984-85 is up for **TIP**, interest, and videotape rentals but down for *Principles* sales and royalties. Thus the total income of \$99,389 for 1984-85 closely approximates that for 1983-84 (\$99,666). Expenses for the current year (\$93,801) have considerably exceeded those of last year (\$66,899). This is due to additional outlays for printing (**TIP**'s increased costs, printing the Ethics Casebook, and the call for program submissions to the Midyear Conference), for clerical fees (establishing the administrative office), and for travel and meetings (the Frontiers Series, Midyear Conference, and Testing Issues committees all had meetings). The Frontiers Series and Midyear Conference should produce significant revenues for next year, however, so the additional expenses this year were, in effect, investments in those efforts.

In spite of the additional expenses, income exceeded expenses for 1984-85 by \$5,588. The Society's current balance is thus a healthy \$93,082.

FINANCIAL STATEMENT

	1984-85*	1983-84	1982-83
BALANCE	\$93,082	\$87,494	\$54,727
INCOME			
Dues/Assessments	\$48,588	\$48,288	\$29,629
Advertising (TIP)	5,740	4,765	1,380
Subscriptions (TIP)	3,446	1,950	770
Principles sales	2,350	3,026	2,588
Royalties	4,989	9,639	2,297
Workshop	28,120	29,907	29,735
Donations	672		
Videotape rentals	375		
Interest	5,109	2,091	1,007
TOTAL INCOME	\$99,389	\$99,666	\$67,406
EXPENSES			
Accounting fees	\$ 300	\$ 225	\$ 0
Legal fees	483	345	4,492
Supplies	261	1,604	1,094
Telephone	273	152	17
Postage & shipping	6,750	5,130	1,898
Equipment rental	2,161	3,063	1,175
Printing & publications	26,530	16,805	14,646
Travel	23,978	16,270	14,237
Conferences & meetings	17,727	11,663	13,382
Dues	0	575	100
Awards & honoraria	6,575	5,856	4,800
Clerical & adm. assistance	8,055	0	0
Other	708	5,211	3,438
TOTAL EXPENSES	\$93,801	\$66,899	\$59,279
INCOME LESS EXPENSES			
	\$ 5,588	\$32,767	\$ 8,127

*As of 8/19/85. Includes estimates by Continuing Education and Workshop Committee.

Annual Conference Committee

"Chicago in April 86"

Stanley B. Silverman, Chair

Our First Annual Conference is getting close (April 9-11, 1986) and after you read the individual committee reports, I think you will understand why we are so excited about Chicago. Hopefully you have already

received workshop and conference registration materials (if you haven't, you will very shortly). Please take Ron Johnson's suggestion and register early—it will help our planning activities.

The Conference is taking place at the Chicago Marriott—Downtown. Bill Macey and the local arrangements committee have been hard at work getting ready for the Society. His committee consists of all greater Chicago members who have been putting together information for those attending including favorite museums, interesting sites, as well as a local restaurant guide. I think you will agree that Rich Klimoski and the program committee are doing an outstanding job in coming up with an innovative program. Rich's committee promises not only to have strong content elements to reflect the various needs of the Society members but the hotel itself will provide a great setting that is quite conducive to sharing common interests. When you read Ken Wexley's workshop committee report, I think you will realize that you better register early. They have done a terrific job in coming up with a set of workshops that should prove to be very interesting and extremely popular.

The other two members of the annual conference committee, in addition to myself and those mentioned above, are Irv Goldstein and Ben Schneider (remember our past president—he hasn't retired, he is still working for the Society). Irv Goldstein's leadership as the annual conference committee chair before me has been quite influential in making the idea of an annual conference in April a reality. It is appropriate that he is President of the Society during its first annual conference. If you have any questions or suggestions, feel free to contact Stan Silverman at (216) 375-7713. Remember, workshops are April 9 and meetings, April 10-11, 1986. The second conference (1987) will take place in Atlanta and we are working on Boston for 1988. See you in Chicago!

Registration Committee

Ron Johnson, Chair

The report from the registration committee is rather brief. By the time you read this, you should have received conference and workshop registration materials.

All indications are that Society members are enthusiastic in their support for the annual conference. We are pleased with the enthusiasm and don't want anyone to miss out on the opportunity to participate—so please register early. If we receive an especially good response, we may

reach the capacity of the meeting rooms and have to close registration.

If you have any registration-related questions, please contact Ron Johnson at (703) 961-6152.

Don't miss Chicago! Register now!

Local Arrangements Committee

William H. Macey, Chair

The local arrangements committee has been developing a variety of support arrangements for members attending the conference. With the help of many, we've managed to put together a brief yet thorough (in our opinion) guide to local restaurants. Anyone having a particular favorite that they would like to tell everyone else about should drop one of the committee members a line (Jon Bentz, Sally Hartmann, Joe Orban, Nam Raju, Paul Sackett, Al Shub). Those attending can also count on maps and other materials to make getting around Chicago easier.

Chicago is a mecca for architecture, art, music, and museums. Those of you who have a specific interest, let us know and we'll make an attempt to locate specific information and pass it along with other on-site registration materials.

More than just finding things to do after hours, the committee is also planning a luncheon with invited speaker on the second day of the conference. Also planned is a cash bar that will follow the traditional post-workshop social hour.

The committee has also provided for special airline arrangements (United Airlines is the official airline of the conference). Make sure to look in your advance registration packet for instructions on how to make reservations. Since the conference is mid-week and typical savings plans aren't in effect, you're likely to find what United has to offer very attractive.

JOB OPENINGS?

Contact the Business Manager to advertise in **TIP**. **Michael K. Mount, Dept. of Industrial Relations and Human Resources, University of Iowa, Iowa City, Ia. 52242 (319-353-4351).**

Program Committee

Rich Klimoski, Chair

The program at the first annual conference will be designed to serve the needs of the members of the Society in at least two important ways. First, the content will reflect the scientist/practitioner theme. Not only will there be material presented that will be of interest to those in the university and in industry, but several program elements will emphasize the interplay between science and practice as mutually reinforcing. For example, at the time of this writing a symposium on the nature of individual assessments for purposes of employee selection for high-risk jobs (e.g., police officers, nuclear power plant operators) is being planned. Similarly, in another offering competing theories and models of the origins of work-related stress will be examined for implications for organizational liability and organizational change efforts. Content diversity will be reflected in the invited speakers who are being scheduled to appear. Chris Argyris will review developments in I/O psychology that have occurred since his critique of the field that was published in the *Handbook* in 1976. Ed Schein will be speaking on some of his recent work. Other equally significant individuals are currently being contacted.

A second noteworthy feature of the conference is that the program format will emphasize opportunities for interaction. Audience involvement will be encouraged through the use of simulations and debate. Rooms will be arranged to minimize distances between speakers and their audience. Scheduling will be designed to reduce conflicts. Even the hotel layout is conducive to providing opportunities for members of the Society to meet and share common interests. In this regard as a conference innovation, small meeting rooms will be made available by advance reservation at no charge. Individuals or groups attending the sessions who want to schedule a room should contact Rich Klimoski directly (614-422-8117). Space will be available (8:00 to 5:00, Thursday and Friday, April 10 and 11, 1986 on a first-come basis).

Workshop Committee

Ken Wexley, Chair

I am excited about the workshop speakers and topics that my committee members (Ralph Alexander, Ginny Buxton, Phil DeVries, Eric Prien, Elliot Pursell, Dave Grove) have put together for our First Annual meeting. I hope that you are, too, and that you will register for any two of these half-day sessions when you receive your registration materials in the mail.

1. Assessment Centers: Life and Growth after Implementation
Virginia Boehm and Dick Ritchie
2. Performance Appraisal in Practice
Richard Beatty and Craig Schneier
3. Organizational Analysis
Saul Gellerman
4. Utility Analysis for Practitioners
Frank Schmidt and John Rauschenberger
5. EEO: An Update and an Examination of Issues
Wayne Cascio and Sheldon Zedeck
6. Compensation, Job Evaluation, and Comparable Worth
Richard Arvey

Awards Committee

Milton Hakel, Chair

Alene Becker, University of Missouri, won the Robert J. Wherry Award for the best paper at the Sixth National Conference of Graduate Students in Industrial-Organizational Psychology and Organizational Behavior, held last April at the University of Akron. Alene's paper was titled, "A laboratory investigation of measurements of job autonomy," and her work was supervised by Jim Breaugh.

Loriann Roberson won the S. Rains Wallace Dissertation Award for her research on the measurement of employees' work goals. Now at New York University, Dr. Roberson graduated from the University of Minnesota where she worked with John Campbell. Joseph Simonet received

Honorable Mention for his work at the University of Georgia with Jim Ledvinka.

The Edwin E. Ghiselli Award for Research Design was won by Gary Johns, Professor of Management at Concordia University, Montreal. The proposed research concerns constraints on work absences and attendance. Society members interested in linking up on this topic should contact Gary directly.

The Professional Practice Award was presented to Delmar L. "Dutch" Landen for his exemplary work at General Motors and in many other organizations on the Quality of Work Life. Few people have played so central a role in such a large scale implementation of improved organizational practices.

Marvin D. Dunnette received the Distinguished Scientific Contributions Award for the cumulative impact of his career of research and writing. His 200+ articles and reports and many books have touched every aspect of research and practice. Both Marv and Dutch will present invited addresses at APA next.

Scientific Affairs

Linkup

Paul R. Sackett

This is the second issue of **TIP** to feature this new column offered by the Scientific Affairs Committee. The goal of the column is to encourage collaborative research between I/O psychologists in academia, industry, government, and consulting.

Linkup contains two types of listings: those by individuals in academic settings describing research they are interested in conducting and for which they are seeking research sites and/or research collaborators, and those by individuals in non-academic settings describing research opportunities for colleagues in academia. This could include access to existing data, access to subject populations, or projects in planning stage for which collaborators are sought.

To reiterate Bob Billings' statement from the first Linkup column, the goal of the column is to encourage collaboration resulting in published research. This feature is not intended for academics or consultants to

advertise their services or for organizations to obtain free counseling or solicit for paid services.

This issue's listings:

1. As part of an ongoing program of research concerned with the informal, day-to-day feedback managers give to their subordinates (i.e., feedback given outside the context of formal appraisal interviews), I am interested in conducting a field study to examine hypotheses about structural variables (both job and organizational) that affect a) the quality and type of feedback managers give, b) the subordinate's felt need for feedback, and c) manager-subordinate perceptual agreement about the feedback that is given. I would like to hear from organization-based psychologists able to assist in locating a research site and interested in collaborating on the project. Jim Larson, Dept. of Psychology, University of Illinois at Chicago, Box 4348, Chicago, IL 60680 (312-996-5263).

2) The research department of State Farm is providing research support to a consortium of 20 Illinois hospitals for a study of drug and alcohol treatment effectiveness. Collection of baseline data from patients in intensive rehabilitation treatment began Sept. 1, 1985 and will continue through August 31, 1986, developing information on an estimated 6000 adult volunteers. Followup contacts with ex-patients will be made on as many as 7 post-treatment occasions to monitor recovery for a period of 5 years. For more information, contact Rogers Taylor, Director of Research, 1 State Farm Plaza, Bloomington, Illinois 61701 (309-766-2646).

3) I am interested in studying the psychological effects of early retirement, comparing early retirees to usual age retirees on health, stress, life satisfaction, and job satisfaction on one's last job. I would like to send a mail questionnaire to individuals one year after retirement. Walter Reichman, Dept. of Psychology, Box 512, Baruch College, 17 Lexington Ave., New York, NY 10010 (212-725-3043).

4) We are doing a meta-analysis regarding the effectiveness of stress intervention programs in work settings. We would like information on the types of stress interventions programs that have been used in work settings and data pertaining to the measures effectiveness of stress interventions. Sheldon Zedeck or Kristen Hannum, Dept. of Psychology, University of California-Berkeley, Berkeley, CA (415-642-7130).

5) The World Peace Congress will be held in October, 1987, in Moscow. One means for reducing tensions is to work together on common projects, and joint peace research would be a fruitful activity. Donald W. Cole, RODC, The Organization Development Institute, 11234 Walnut Ridge Rd., Chesterland, Ohio 44026.

The deadline for the next issue of **TIP** is December 15; please send Linkup submissions to Paul R. Sackett, Dept. of Psychology, University of Illinois at Chicago, Box 4348, Chicago, IL 60680 (312-996-3031).

External Affairs Committee Report

Marilyn K. Quaintance, Chair

The 1985-86 External Affairs Committee has two major goals outlined in the Society's Bylaws. These are:

1. To publicize the efforts and activities of I/O Psychology as they relate to various groups and organizations by maintaining contacts with business and industry, academic institutions, professional groups, public agencies/governmental units, labor units, other organizations and the public in general; and
2. To identify and publicize to its members the research and consulting needs of various governmental agencies and public-issue oriented groups and organizations so that the society can exercise its responsibility in the solution of important national/social problems.

To accomplish these two goals, we have established a committee of 17 members who will participate on six subcommittees. These subcommittees are:

APA Liaison. Members will represent the Division, as requested, at meetings of other Divisions and meetings of the various APA Committees and Boards of particular interest to the Society. This will include attendance at meetings at the APA Convention, as well as participation in sessions at the APA offices in Washington, D.C. We have recently represented the Division at briefings by the Board of Social and Ethical Responsibility and by the Board of Professional Affairs Steering Committee on Distressed Psychologists.

Association Affairs. Members will develop relationships with other professional associations (e.g., International Personnel Management Association, American Society for Personnel Administration, American Society for Training and Development, American Society for Public Administration, Military Testing Association). We are planning a series of meetings between our President, Irwin Goldstein, and the executive

directors and presidents of these organizations, as well as the exchange of professional publications.

International Affairs. Subcommittee members will develop further relationships with international professional organizations. Ramon Henson has developed contacts with various individuals representing international organizations. We plan to exchange publications with these organizations and to prepare a series of **TIP** articles on international convention activities and research.

Public Affairs. Members will bring significant I/O knowledge to the attention of the non-academic public. This subcommittee will establish criteria for determining which activities will be publicized, promote media coverage of Division activities through contacts with local and national press publications, and prepare press releases for distribution to publicize significant I/O accomplishments.

Society Affairs. Members will identify and publicize research and consulting needs of governmental groups, as well as public-issue oriented groups so that the Society can exercise its responsibility in the solution of important national/social problems. We are planning a series of **TIP** articles on committee activities of the National Academy of Sciences dealing with performance criteria and research trends and a series of articles on funding resources in the various military laboratories.

University Affairs. Members will sponsor an outreach effort to undergraduates to increase awareness of the I/O specialty and to increase the numbers of minority and non-minority students selecting I/O psychology as their concentration. We are developing a proposal regarding the preparation of a slide or videotape presentation to be used to promote the profession of I/O Psychology and are exploring possible foundation funding sources.

Report from Council

Frank Schmidt

There is more in the news from Council that is positive, and less that is negative, than is usually the case. Thanks primarily to the efforts of Div. 14 representative Dick Campbell, APA President Bob Perloff has agreed

to obtain opinions from an outside parliamentarian and an outside attorney on whether Council's previous action in establishing nonvoting Council seats for all State Associations and Divisions that do not have a voting representative is in violation of APA Bylaws. We should have this opinion by the January Council meeting. Dick presented strong arguments to Council that the seating was in violation of the Bylaws. He will make his case again at the December meeting of the board of directors.

The Task Force on the Structure of APA (TF/SAPA) is moving rapidly. Task Force Head Jack Bardon told Council that his group has concluded that a drastic restructuring of APA is needed. The current thinking of the task force is that APA should consist of four semi-autonomous "societies" and an umbrella board of governors. These four societies are: (1) Scientific Psychology; (2) Applied Psychology (scientist-practitioners); (3) Professional Psychology (health care providers); and (4) Public Interest Psychology. TF/SAPA's current proposal is that the board of governors would consist of 3 members elected from each society and 3 elected at large. Each society could construct its own governance structure, including its own council of representatives, if desired. This plan has much in common with previous plans, which all came to naught. One important difference is that TF/SAPA reports to the Policy and Planning Board, which has the authority to take the plan (in the form of proposed bylaws changes) to the membership for a vote without approval of Council. Council has watered down or blocked previous plans. TF/SAPA plans to present its final plans at the January Council meeting.

Council voted to postpone all further action on implementing a Designation system for psychology departments—a system opposed by our division—until after final action on the TF/SAPA proposals. Hence, TF/SAPA has already had one good effect. The work of TF/SAPA also figured in the defeat of a motion for a new division (Transpersonal Psychology); there was a general feeling that actions affecting the structure of APA should be deferred. However, that did not stop Council from creating two new committees: the Committee on Public Policy and Legislation (under the board of directors) and the Committee on Children, Youth, and Families. APA now has 91 boards, committees, and task forces! Each one comments on practically every question and issue. The complexity level of the organization is staggering.

Of interest to many of our members are Council actions regarding journals. Journal subscription prices will increase; however, most of the increase will be offset by reinstatement of the 20% member discount. Authors of articles will no longer get 20 free reprints; but for those who order reprints, the cost will be substantially reduced—by about one-half.

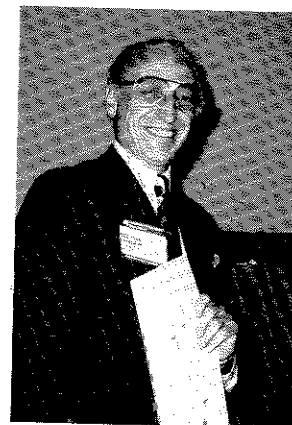
Council voted to levy a special assessment on health care providers (HCPs) *only*, to fund the fight against attempts by the American Medical Association to restrict the practice and insurance reimbursability of HCPs. This represents the kind of pay for special services that Div. 14 has advocated. In light of a change in law that allows APA to perform many of the lobbying activities of AAP, Council voted to approve merger of APA and AAP. This is expected to save money. Speaking of money, Council approved a "Development Office" in APA; APA is now in the fund raising business and will be soliciting philanthropic contributions from foundations, corporations, etc. A motion was passed requiring all proposed APA Standards, Guidelines, etc., to undergo legal review for possible liability they might create for (1) APA, and (2) APA members. In the past, there was often no legal review or the review focused only on potential legal liability to APA.

Council voted to approve participation of APA in a Forum on Testing Practices, along with NCME and AERA. Lorraine Eyde is to be one of the three APA representatives to the Forum. The concept of the Forum has been strongly supported by test publishers; its current focus is mostly on practices in educational testing, but in the future, employment testing questions may be considered.

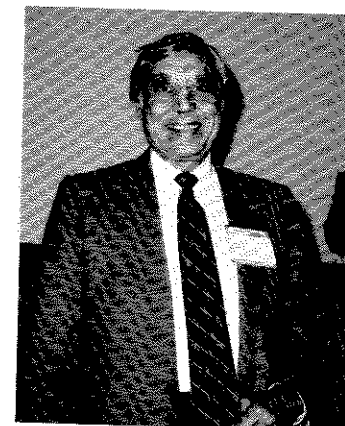
Finally, a special subcommittee of the board of directors was set up under Logan Wright to deal with issues related to "professional education, training, and credentialing in psychology." This group bears special watching. A motion by Div. 14 representative Paul Thayer was passed that requires this subcommittee to distribute their position papers for comment to all relevant boards, committees, and divisions.

TIP is interested in publishing tasteful humor in which I/O psychologists can laugh at themselves or their profession. Do you have a favorite professional anecdote, experience, or story that you will be willing to share? *Readers Digest* has a section called "Humor in Uniform"—I would like to start one on "I/O Humor." All submissions will be reviewed for propriety. Donors of published material will receive one complementary copy of my forthcoming autobiography, *Multiple Indiscretion Analysis*. Donors of unpublished material will receive two copies. Send your entries to the Editor of **TIP**.

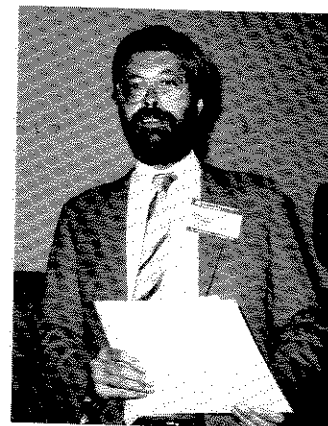
Scenes from APA—1985



Delmar Landon,
Recipient of the
Professional Practice Award



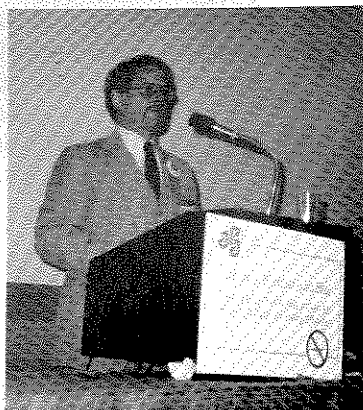
Marvin Dunnnette,
Recipient of the
Distinguished Scientific Contribution Award



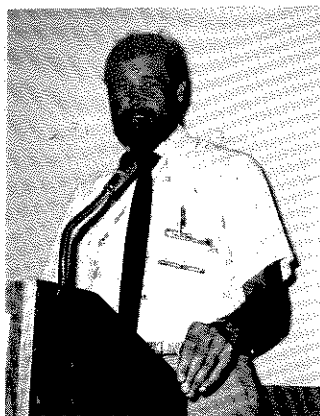
Gary Johns,
Recipient of the
Ghiselli Award



Frank Schmidt discusses
the relative importance of world
peace, nuclear disarmament, and
validity generalization.



Ben Schneider
gives his presidential address,
"The People Make The Place."



Barry Staw explains in his
invited address why we can't be both
happy and productive in our work.



Loriann Roberson,
Recipient of the
S. Rains Wallace Award



Sherry Hoy (left) presents **Alene Becker**
with the
Robert J. Wherry Award

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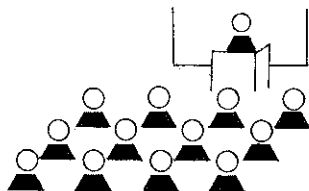
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Meetings



I/O & OB GRADUATE STUDENT CONVENTION

April 25-27, 1986

The psychology graduate students at the University of Minnesota, in collaboration with the industrial relations graduate students at the University of Minnesota, will host the Seventh Annual Industrial/Organizational Psychology and Organizational Behavior graduate student convention. The convention is designed to provide graduate students in I/O psychology, organizational behavior, business, management, and related fields with a forum in which to exchange ideas and information in a supportive environment. Guest speakers, workshops, and graduate student paper presentations will be featured.

Deadline for the submission of graduate student papers is January 6, 1986. For further information contact **VyVy Corpe, Mary Ann Hanson, or Bruce Barge, I/O & O.B. Graduate Student Convention Steering Committee, Department of Psychology, Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN, 55455, phone 612-331-3680.**

SECOND INTERNATIONAL SYMPOSIUM ON HUMAN FACTORS IN ORGANIZATIONAL DESIGN AND MANAGEMENT

August 19-21, 1986

The Second International Symposium on Human Factors in Organizational Design and Management will meet in Vancouver, Canada in conjunction with Expo 86. The symposium is sponsored jointly by the International Ergonomics Association, the Human Factors Society, and the Human Factors Association of Canada. A hard cover proceedings is to be published by North-Holland for world-wide distribution. A "Call for Papers" and other information may be obtained from: **Hal Hendrick, Chair, Human Factors Department, Institute of Safety and Systems Management, University of Southern California, Los Angeles, CA 90089-0021, phone 213-743-7915 or 6329.**

21ST INTERNATIONAL CONGRESS OF APPLIED PSYCHOLOGY

Jerusalem, Israel

July 13-18, 1986

The Congress will bring together psychologists from around the world. The scientific program will include symposia, speakers, interactive sessions, and workshops. There will be an active social program, tours, and visits to cultural and social institutions.

Registration fees are reduced for members of the International Association of Applied Psychology.

For information contact Secretariat, 21st International Congress of Applied Psychology, P.O. Box 500006, Tel Aviv 61502 Israel; or **Lila Reisman, Kenness International Inc., One Park Avenue, New York, NY 10016 — (800) 235-6400 or (212) 684-2010.**

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4TH INTERNATIONAL CONGRESS ON PSYCHOLOGY AT WORK

THIS BILINGUAL CONGRESS (FRENCH-ENGLISH) WILL BE HELD IN

MONTREAL

May 5-6-7, 1986

QUEBEC

May 8-9, 1986

THE MAJOR THEME OF THE CONGRESS IS:

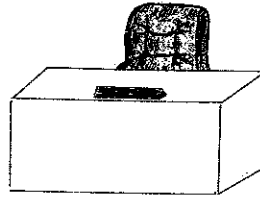
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NEW WORK ENVIRONMENTS**

For information write to:

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de langue francaise
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Positions Available

Michael Mount



Research Psychologists—Federal Government: Southern California and Arizona Federal activities employing research psychologists in six specialty areas do so through a Special Examining Unit of the U.S. Office of Personnel Management at the Navy Personnel Research and Development Center, (NPRDC), San Diego.

The NPRDC itself has immediate openings for **Industrial/Organizational Psychologists** who will be responsible for the development of job performance criteria that can be used in the validation of selection and classification data, promotion decision factors, training program content, etc. To measure job performance, new and existing techniques, such as hands-on testing, job knowledge tests, performance ratings, and turnover indices, will be developed and evaluated. Jobs of current interest involve military electronics and mechanical systems maintenance and radar and sonar display operation and interpretation. The work will be conducted as part of a multi-project effort and will involve some travel. The ideal candidates should have a Ph.D. in I/O Psychology with a primary emphasis in criterion design/development; tests and measurement/psychometrics; job analysis; and technical writing. **Salary Range:** \$26,381 to \$31,619 (GS-11/12), depending on education and experience. Phone (619) 225-6911, Dr. Robert F. Morrison, for additional information regarding these I/O Psychologist openings.

Other positions under recruitment are in the specialty areas of Experimental, Personnel/Industrial, Social, Educational, Measurement and Evaluation, and Human Engineering psychology. Grade levels are: GS-9, starting at \$21,804; GS-11, \$26,381; and GS-12, \$31,619. All positions are in Federal Civil Service, U.S. citizenship is required. Send resume or letter expressing interest to: **Special Examining Unit, Office of Personnel Management, Navy Personnel Research and Development Center (Code OOB), San Diego, CA 92152-6800.**

Faculty Position: Auburn University invites applications for a faculty position in I/O psychology, to begin in the fall of 1986. Rank is open. In-

dividuals qualified for appointment at the levels of advanced associate or full professor are particularly encouraged to apply. Depending on previous experience and interests, the successful candidate may also be offered the position of Director of the graduate program in I/O psychology. Area of specialization within I/O psychology is open, but applicants are expected to demonstrate a strong commitment to scholarly research and teaching in psychology. Previous experience of obtaining federal or other comparable grants for scholarly research is particularly desirable. Auburn University is a state land-grant university in east-central Alabama, with an enrollment of approximately 19,000 students. The psychology department has 23 full-time faculty members, and offers the Ph.D. in I/O, experimental, and clinical psychology. Applicants should forward a vita, reprints, and have three letters of recommendation sent to **Philip M. Lewis, I/O Search Committee, Department of Psychology, Auburn University, AL 36849-3501.** Auburn University is an equal opportunity employer; women and minority group members are especially encouraged to apply.

Industrial/Organizational Psychologist: The Department of Psychology, Michigan State University is seeking outstanding applicants for a tenure system appointment as assistant professor or associate professor effective September 1, 1986. Primary consideration will be given to candidates who can develop a productive program of research. Candidates with both organizational and more traditional industrial psychology interests are encouraged to apply. Teaching assignments will include graduate and undergraduate courses in industrial and organizational psychology. Send vitae and letters of recommendation to **Professor Neal Schmitt, Industrial/Organizational Search Committee, Department of Psychology, Psychology Research Building, Michigan State University, East Lansing, Michigan 48824.** We are an equal opportunity, affirmative action employer.

Industrial/Organizational Psychologists: Baruch College/The City University of New York has two tenure-track positions in I/O psychology: one at associate level and one at assistant level. Applications will be accepted until the position is filled. The department offers the BA, BBA, MS, MBA and PhD in I/O.

Individuals wishing to apply should submit a complete vita, copies of recent research reports or publications, and three letters of recommendation to: **Baruch College/CUNY, Psychology Department Search Committee, 17 Lexington Avenue, Box 512, New York, New York 10010.** The

City University of New York is an equal opportunity/affirmative action employer.

Management Consultant: Small Management Consulting Group with twenty years experience, seeks full-time employee (Ph.D. Psychology) to join behavioral group conducting management development programs for senior and middle management; psychological evaluations for new hires and promotions. Organizational consulting skills required. Must be expert at group seminars and individual career counseling with ability to lead middle and upper executives in dynamic seminars and workshops. Marketing and selling ability a must. Psychological background can be Industrial/Organizational, Social or Clinical/Counseling but a practical, dynamic, articulate individual with energy needed. Salary commensurate with experience. Ability to relate to executive climate with appropriate stature essential. High energy, heavy travel. Management Health & Development Corporation. Send resumé to: **Dr. R. G. T. Millar, 24824 Pacific Coast Highway, Malibu, CA 90265.**

Organizational Research Project Director: Opinion Research Corporation has a newly-created research position. Organizational research experience, preferably in a consulting environment is required; graduate degree in Industrial/Organizational Psychology or related area preferred. The individual selected will have primary project responsibilities for the conduct of research in such areas as: employee attitude surveys, turnover evaluation, communication audits, employee benefit and compensation studies, and training needs analysis. Candidates must have a demonstrated ability to design and manage research in several of these areas, including: proposal writing, data analysis, interviewing, questionnaire design, report writing, data feedback and action planning, and client interface. The individual selected must be capable of dealing with senior executives effectively. Moderate travel is required. Send detailed resumé, including compensation requirements to: **Brian S. Morgan, Vice President, Opinion Research Corporation, N. Harrison Street, Box 183, Princeton, NJ 08542.** An Equal Opportunity Employer.

Senior Organizational Research Director: Opinion Research Corporation is expanding its Regional Offices and is looking for senior research managers to develop and direct Organizational Research efforts in both the Midwest and West. Because of rapid growth, the persons selected will be responsible for expanding ORC's presence in these two markets as

well as staffing, training, and managing a research team. The person hired will also have major responsibility for business development in new areas of research. Potential candidates should have a demonstrated history of selling, designing, and managing research in the Organizational/Human Resource arena. A Ph.D. in Organizational Psychology or a related discipline is preferred. The position requires excellent leadership skills, facility in working with senior management, and moderate travel. Excellent benefits and salary growth opportunities. If you think you meet these qualifications and are interested in an entrepreneurial opportunity, please send your resumé and salary requirements to: **Dr. William A. Schiemann, Vice President, Opinion Research Corporation, Box 183, N. Harrison Street, Princeton, New Jersey 08852, Attn: Senior O. R. Opportunity.**

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A degree in Industrial/Organizational Psychology (with practicum experience) is preferred, or 1-2 years related on-the-job experience in performance appraisal systems applications would be a plus. Resumés will be accepted from individuals with strong skills in oral and written communication, statistics, psychometrics, and experimental design. Familiarity with PCs and computer mainframes is a plus. The selected individual will be dependable, self-motivated and enthusiastic. Minimal travel may be required.

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If you are ready to begin your career with a company that supports you in an environment of excellence, send your resumé with salary history or requirements to: **Vance Gayden, Electronic Data Systems Corporation, Corporate Headquarters Recruiting, 12200 Park Central Drive, Suite 200A, Dept. 1GS3055, Dallas, Texas 75251.** Electronic Data Systems Corporation is An Equal Opportunity Employer.

Industrial/Organizational Psychologists: One tenure track position beginning Fall, 1986, in the Department of Psychology, University of

Maryland for scholar at any level, preferably the Associate or Full Professor. Salary is open and competitive. Preference for personnel selection/performance measurement person capable of contributing to the teaching of department-wide quantitative courses. Strong preference for applicants who conduct research in organizational settings and who integrate research and teaching through their work with graduate students. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. Women and minorities are encouraged to apply. Applicants are invited to send vitae and at least three letters of reference to: **Irwin L. Goldstein, Chair, I/O Search Committee, Psychology Department, University of Maryland, College Park, MD 20742.** For best consideration, application materials should be received by December 1, 1985.

Consulting Psychologist—Industrial: Well established consulting and research organization seeks experienced Ph.D. Must be able to deal effectively with business and industrial clients. Work in the areas of psychological assessment, organization planning, attitude measurement, etc. This position affords the opportunity to work closely with other psychologists in our counseling and research divisions. Competitive salaries, excellent benefits, limited travel. Send resumé to: **J. R. Porter, Ph.D., Director, Psychological Service of Pittsburgh, 429 Forbes Avenue, Pittsburgh, PA 15219.**

Industrial/Organizational Position: Department of Psychology at Kansas State University will have a tenure-track opening at the beginning assistant professor level, effective August 20, 1986. Applicants should be able to develop a strong research program and make equally strong teaching contributions to an established I/O M.S. and Ph.D. program. (Also desirable is ability and interest in teaching other courses such as Psychology of Women, Human Factors, or General Psychology.) KSU program now staffed by three I/O psychologists with an additional 16 faculty in the department. Closing date for applications January 22, 1986. Include vita, statement of interests, and arrange for three letters of recommendation. Write: **E. J. Phares, Head, Department of Psychology, Kansas State University, Manhattan, KS 66506. Phone: (913) 532-6850.** An Equal Opportunity/Affirmative Action Employer.

One Associate or Full Professor and One Assistant Professor: The Department of Psychology at Texas A&M University anticipates open-

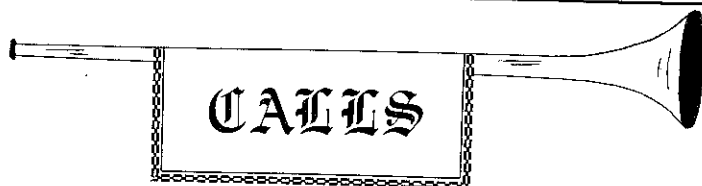
ings for one Associate or Full Professor and one Assistant Professor for Fall 1986. Applicants for the senior level Industrial/Organizational Psychologist should have a record of significant theoretical and empirical accomplishment, an active research program, and a commitment to developing a program of the highest calibre. Duties will include teaching undergraduate and graduate courses, curriculum development, and establishing an active internship program. Area of teaching and research is open for the Assistant Professor of Industrial/Organizational Psychology, but candidates should evidence a commitment to developing a research program. Send vita and letters of recommendation to: **Dr. William D. Crano, Department of Psychology, Texas A&M University, College Station, Texas 77843-4235.** TAMU is an Equal Opportunity/Affirmative Action Employer.

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Freud Museum to Open in 1986

The Freud Museum, located at 20 Maresfield Gardens in Hampstead, London, is scheduled to open in May, 1986, the 130th anniversary of the birth of Sigmund Freud. The museum is to be established in the beautiful house where Freud and his family lived after moving from Vienna in 1938, and where Freud spent the rest of his life. It was also the home of Anna Freud until her death in 1982.

20 Maresfield Gardens bears the indelible imprint of Sigmund Freud's personality. The spacious red-brick house contains a remarkable collection: Freud's extraordinary library, his unique furniture and rugs, the important collection of classical Greek, Chinese, and primitive sculpture, and, above all, the desk and couch. Had this historic arrangement not been rescued from Nazi-occupied Vienna, it would almost certainly have been lost to posterity.

It was Anna Freud's wish that the house be converted into a "living museum" to honor her father and to further the study of psychoanalysis. With the help of the late Dr. Muriel Gardiner, the Sigmund Freud Archives purchased 20 Maresfield Gardens from Anna Freud with funds provided by the New-Land Foundation.

Plans to convert the house into a museum were officially approved in 1984. The spirit of these plans is to keep as much of the house as possible in its original state, in order to show visitors how the Freuds lived and worked.

A fundraising campaign of international scope has been announced, with the goal of \$2 million. The house will be renovated and prepared for its new role as a museum, and an endowment fund established to allow the museum to be entirely self-sustaining in the future. In addition, a program will be designed to meet the aim of creating a living museum. This will involve the founding of a research or student fellowship, a lecture or seminar series, publications, and special tours and programs for scholars and visiting professionals.

The International Campaign Committee for the Freud Museum, composed of leaders in the fields of psychology, psychiatry, and psycho-

analysis in the U.S. and abroad, is now in formation. Professionals who are the inheritors of Sigmund Freud's pioneering work, and non-professionals alike, are asked to join the campaign as Sponsors. Sponsors of the Freud Museum will assist in practical efforts made in their local areas to win support for the Freud Museum.

In the words of Albert J. Solnit, M.D., International Campaign Chairman:

"Whatever he may mean to each of us, Sigmund Freud is the forebear of all of us. During more than fifty years of work spanning two centuries, his genius widened and deepened humanity's self knowledge and transformed the boundaries of healing.

We who follow in his steps now have the opportunity to participate in an International Campaign to build his living memorial. Our initiative in the field Freud pioneered is of the greatest importance since we professionals, alone, lack the means to complete this ambitious project. We must call upon many individuals and philanthropic foundations to assist. In this task we need your help.

To become a Sponsor of the Freud Museum, or for further information about the campaign effort, please contact:

John Harrisson, Director
International Campaign for the Freud Museum
Suite 3014
200 Park Avenue
New York, New York 10166
212/867-5500

APA Reorganization

Milton D. Hake

The Task Force on the Structure of APA is working rapidly to prepare specific plans for reorganizing the association. Tentative plans were presented during the convention, and they are now being revised to accommodate comments received at an open forum and at a meeting on September 21-22.

The plan presented in August featured the creation of four relatively autonomous Societies held together by a strong Board of Governors. Each society would set its own membership standards, bylaws and dues. The 15-member Board would contain three governors from each society plus three elected at large from the entire APA membership. The four societies would be composed of researchers, scientist-practitioners, health-care providers, and public interest psychologists, respectively.

Early reactions to the plan were mixed, with the division into four societies drawing the greatest concern. Nevertheless, APA finally appears to me moving toward some kind of reorganization.

I have been appointed to an ad hoc committee to scrutinize APA's reorganization plans and to advise the Society's Executive Committee on the best ways to get a favorable plan adopted. Please call or write with your ideas.

Call for Program Proposals: 1986 APA Convention in Washington, D.C.

The year 1986 will be filled with opportunities for SIOP members to learn from each other face-to-face. In addition to the traditional APA convention (that's the one *this* call for papers is about), there will also be the newly created SIOP convention in Chicago. The challenge for everyone is to keep these two different-but-equal conventions clearly in mind! It is *especially* important to realize that the procedures for submitting program proposals are not identical for the two conventions. To help you prepare your submissions for the August APA convention, a summary of some key points is given at the end of this column. The procedures described are consistent with those published in the official APA call for papers, which you should receive by early December.

Criteria for Evaluation of Program Submissions

Before getting into the details of what to do when submitting your program proposals, let me explain the general criteria the program committee will use when evaluating your submissions. To maximize the likelihood of receiving a positive evaluation on your program proposal, use these criteria as standards for yourself when you prepare your submission:

Paper presentation. At the APA convention, Division 14 uses **poster sessions** as the format for presentation of individual papers. Approximately 40 papers were presented at the 1985 meeting. In reviewing individual papers, the following criteria will be used:

- (1) **Appropriateness of topic:** The interests of SIOP members can be broadly construed as "people at work." Be sure your paper is relevant to this general topic.
- (2) **Technical adequacy:** My experience suggests that reviewers on the program committee use tough technical standards, just as if they were reviewing the paper for potential publication in an academic

journal. This means you should fully describe your methods and analyses, and they had better be up to snuff!

- (3) **Contribution to knowledge:** Tell your readers how your paper contributes to our knowledge base. Whether incremental or revolutionary in nature, the contribution should be clearly stated.
- (4) **Suitability for poster presentation:** APA publishes guidelines for preparing a poster presentation. Read and follow these guidelines and you will have no trouble meeting this criterion.

Multi-presenter programs. These include symposia, debates, and panel discussions. Criteria (1), (2), and (3) above apply to multi-presenter programs, as well as to papers. Two additional criteria are used as well:

- (5) **Integration of parts:** All presenters should address the same issue(s) in a manner that yields a whole that is *more* than the sum of its parts. This means the team must work together to develop the proposal. Simply stringing together several people who happen to be working on similar topics doesn't work.
- (6) **Is it interesting, innovative, stimulating?** This is the most ambiguous criterion, but perhaps the most important. A good symposium should draw about 200 people. These people want to leave the session buzzing with new ideas. You need to convince the program committee that your proposed session will create the big buzz. As a general rule, maximizing the diversity of the panel helps here. Diversity can be created by bringing together researchers and practitioners, quantitative and qualitative types, I/O types and non-I/O types, or in general people who generally don't talk much to each other. Usually, when people who don't usually talk together about a topic do get together, the discussion is very interesting.

Submission procedure

It is important that you follow the APA procedures for submitting program proposals because all of the mechanisms used by reviewers are linked to APA procedures. Proposals that do not conform can gum up the works tremendously. Considering that program committee members are volunteering many hours of their time to put together a program, it is both unreasonable and unfair to expect them to be accommodating—so plan, plan, plan, now!

The following summary should aid you in successfully preparing a program submission during the coming 2 months:

A. APA distinguishes between two types of submissions: presentations and programs. Different submission procedures are used for each. "Presentations" refers to individual papers; "programs" refers to symposia, debates, panel discussions, and other such sessions involving

multiple presenters. Be sure to use the appropriate cover sheet for your submission. The APA call for papers includes both sheets.

B. Paper presentations receive blind review. Therefore, when you submit 5 copies of your paper, the first page should include the title of the paper and the abstract, not the names of the authors. All papers accepted will be presented in poster session format.

C. Individual papers must represent completed work. We do not accept papers that include statements like "data collection is in progress; results will be ready by the convention."

D. Papers that significantly exceed the 1800 word limit will be returned unreviewed. This is done out of fairness to authors; it's difficult to compare one author's 8-page summary with another's 25-page paper. We'll use 10 pages of text as an upper bound (double spaced, one inch margins, elite type).

E. Multi-presenter programs, such as symposia or debates, do not receive blind review. In evaluating the proposal, it is important to know who the participants in a proposed session will be. The APA call for programs requests 5 copies of a summary of each participant's presentation: please prepare 5 copies of a complete document which includes the list of participants (with addresses, affiliations, and presentation titles, as requested in the APA call) and each participant's summary. Please limit the number of presenters to no more than 5, including discussants, as sessions with more participants have been exceeding their time allocation.

F. Finally, late submissions will be returned unreviewed. This isn't done out of malice; we're simply on an extremely tight timeline. Within 24 hours of the deadline, papers have been sent out for review. APA imposes these deadlines because scheduling events for 44 divisions and typesetting and printing a 300-page convention program by early summer requires considerable lead time. The deadline for receiving submissions has not been set yet but it will be around January 20. Consult the APA Call for Programs for the exact date. Let me emphasize that the January deadline refers to a deadline for **receipt** of your submission, not a date by which material must be postmarked.

G. Submissions, inquiries, and suggestions for program innovations should be sent to Susan E. Jackson, OBIR Department, 904 Monroe Street, Graduate School of Business Administration, University of Michigan, Ann Arbor, MI 48109. I look forward to hearing from you all—only you can make the '86 convention a great success!

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Advertising may be purchased in TIP in units as large as two pages and as small as a half-page spread. In addition, "Position Available" ads can be obtained at a charge of \$30.00 per position. For information or placement of ads, write to **Michael K. Mount, Business Manager, TIP, Dept. of Industrial Relations and Human Resources, University of Iowa, Iowa City, Iowa 52242.**

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