

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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Middle managers deserve more from outplacement than they're getting

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

It's no secret to anyone that \$40,000-\$75,000 a year professionals are having a very difficult time finding work in the wake of massive downsizing. Clearly, a redeployment of America's middle managerial workforce is underway.

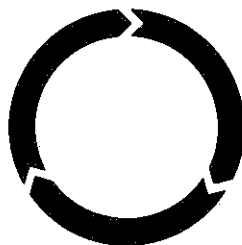
We, in outplacement, must make a stringent effort to improve the quality of the group outplacement being offered these individuals.

The need to keep costs down means that these individuals can only be offered group outplacement, often a 2-3 day group workshop.

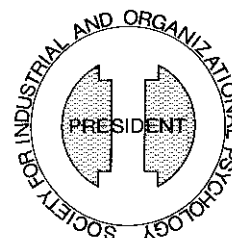
But most of us are well aware that the typical outplacement group was never aimed at the complex needs of the middle manager. It was always better suited for the blue and white collar worker.

We, in the outplacement field, must stretch our ingenuity to the fullest to develop new methods that can make the group outplacement more meaningful and supportive of these out-of-work, middle managers.

Oliver Human Resource Consultants is an executive outplacement and organization development consulting firm based in New York.



Oliver Human Resource Consultants, Inc.
1290 Avenue of the Americas, NYC10104
212 307-5740



A Message From Your President

Sheldon Zedeck
May 1987

It seems that a message cannot go by without bringing you an up-date on APA reorganization. Well, the news is mixed. On the negative side, the Council of Representatives voted at the February meeting to defeat a motion to bring a reorganization plan for vote to the membership. The silver lining in this result was that the vote was quite close. Had four representatives voted differently, there would now be a group preparing by-law changes needed to implement the Task Force's organization plan.

But all may not be lost. Though the Task Force's plan was rejected, reorganization lives and there are reasons for optimism. First, Council voted to create another group, the Group on Restructuring (GOR). The purpose of this group is to report back to APA Council in August with (1) principles for restructuring, (2) budgetary projections for the operation of a proposed restructured governance, (3) how the revised organization would serve urgent constituency needs and protect minority rights, and (4) a possible transition plan.

Given my predictions in the February issue of *TIP*, I have decided to leave prognostications to Jimmy the Greek, but I am optimistic. Why you ask? Because of several events surrounding the reorganization vote. First, I think all were surprised by the close vote at the Council meeting. Whereas the usual Health Care Provider vs. Scientist/Practitioner/Applied split is usually 70%-30%, the votes at Council on reorganization issues were closer to 53%-47%. Second, I am convinced that there is beginning to emerge a belief that reorganization in some true form is needed. Recently, APA conducted a survey of 2,100 randomly chosen (and representative) members with regard to the reorganization issue. Results (74% response rate) indicate that (1) 59% were aware of reorganization prior to receiving the survey, and (2) *an overwhelming majority, 70%, felt that some type of change is warranted*. Now, can any psychologist—practitioner, scientist, or health care provider—ignore such results?

Another reason for my optimism is that it seems we will have a choice of organization to which to belong. During the Council meeting, 35-40

reps from 14 divisions met and began a plan for the *Assembly for Scientific and Applied Psychology (ASAP)*. The purpose of this assembly is to protect and advance the interests of scientifically-oriented psychologists. Composed of researchers, academicians, scientist-practitioners, and others with scientific interests, ASAP will pursue their interests either within APA or without. This group will meet in mid-May to develop the structure of the Assembly and to select its officers. My optimism stems from the belief that a viable alternative will foster APA reorganization. If not, the creation of ASAP means there is an alternative for those who are not satisfied with the status quo. In essence, it looks like there will be some decisions to be made real soon.

But enough on APA reorganization. How about the SIOP organization? In my November message, I stressed how well we were doing, especially given that we are an all-volunteer organization (except for our Administrative Assistant). In that message I pointed out all the services and products that we provide, the efforts that we extend in behalf of the organization, and the enthusiasm that has been created in its behalf. The question I pose now is whether we are moving too quickly and do we need to step back and reassess who we are and where we are going. It seems to me that proposed new endeavors are taking us into interesting, innovative, and challenging areas, but at a great expense in time and money. For example, there are proposals in the Society's committees to consider producing a videotape that would be used to attract people, especially minorities, into our field; a proposal to establish a demonstration project in a community; a proposal to conduct innovations conferences. These kinds of projects generate questions that are in search of answers. For example: Have we done all that can be done that is not too costly and with a modest amount of effort, or will our new endeavors be costly in terms of monies and time? Are we moving in the directions that the membership wants, to fulfill their needs, or are we responding to APA to show our power and autonomy? Is the Society beginning to compete with its members (i.e., books, chapters, and conferences that we can undertake as individual entrepreneurs are now being undertaken as a service to the Society)? Should we be moving into policy issues? What are our future goals? Can we continue to be an all volunteer organization and be managed accordingly? From another perspective, as we grow in terms of membership, are we becoming so diverse that there are mini-groups that are only interested in personnel, in motivation, in organizational change, in technology, and other such concerns? My concern is that we may be moving and pushing the society to do more and to be better, as well as to be different, but without having a clear mission. These kinds of issues were raised at the last Executive Committee meeting and, as a result, we have decided to meet a day earlier than usual for our May

Executive Committee meeting and to hold a "strategic planning" type session.

The discussions of both APA reorganization and the SIOP organization in this message are not coincidental. We have been active in attempting to change APA; after all, we are organizational psychologists and should know how to do it right! But, while doing this, I am concerned that we may have lost sight of where we are going as one branch of psychology. We certainly do not want to become a mini-APA! Send me your thoughts; I am anxious to hear from you.

Finally, I want to call your attention to the upcoming APA Presidential election. The candidates are **Art Kovacs**, **Virginia Sexton**, **Norm Abeles**, **Joe Matarazzo**, and **Milt Hakel**. Two of these candidates, **Joe Matarazzo** and **Milt Hakel**, are Division 14 members. It is obvious that these are crucial times for all of us. I urge you to read *carefully* the candidates' statements in the May *APA Monitor* to see their positions on such critical issues as APA reorganization. I ask that you give your support to our members who can best represent our interests as APA President.

New TIP Department:

Clearinghouse for Technical Reports and Other Unpublished Professional Documents

In an attempt to aid in the dissemination of various professional documents that are often not published or otherwise available to the profession, **TIP** will publish brief summaries of such documents with information on how the complete document can be obtained. We anticipate that technical reports, intraorganizational applied research reports, and case studies are likely documents for this service. Copies of the documents should be available for distribution by the author(s) for free or for a nominal fee only. Documents that advertise the products or services of an individual or organization will not be listed. For more information, contact: **Ted Rosen, 9008 Seneca Lane, Bethesda, MD 20817, 301/493-9570.**

TAXONOMIES OF HUMAN PERFORMANCE: The Description of Human Tasks

Edwin A. Fleishman
Marilyn K. Quaintance

This book reviews recent efforts to deal with taxonomic issues in the behavioral sciences -- a must book for industrial/organizational psychologists. Partly for this work, the American Psychological Association presented Dr. Fleishman with the Distinguished Scientific Award for the Applications of Psychology.

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"... A major contribution to the human performance literature ... Fleishman and Quaintance remind us that the science of taxonomy offers the possibility of transforming some of the art of research into science."

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"... A monumental approach in organizing and conceptualizing studies of human task performance from diverse fields. ... A must book for the reading shelf in the personnel assessment library. ... An enlightening and cogent discussion of approaches to task definition and task determinations in relation to jobs."

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Industrial and Organizational Psychology Workshops

Sponsored by the Society for Industrial & Organizational Psychology, Inc.* and presented as part of the annual convention of The American Psychological Association

Thursday, August 27, 1987
New York, NY

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WORKSHOPS

- | | |
|-----------|--|
| Section 1 | ASSESSMENT CENTER DESIGN—
George C. Thornton III |
| Section 2 | CONTENT VALIDITY—Richard S. Barrett |
| Section 3 | CORPORATE CULTURE—Philip H. Mirvis and
Dennis N. T. Perkins |

- Section 4 EMPLOYEE DEVELOPMENT AND CAREER
PLANNING—Frank J. Minor and Roger A. Myers
- Section 5 EQUAL OPPORTUNITY LAW—James C. Sharf and
Mark S. Dichter
- Section 6 HUMAN RESOURCE PLANNING AND DEVELOP-
MENT—Anthony J. Rucci and Frank M. J. LaFasto
- Section 7 INDIVIDUAL ASSESSMENT—Robert F. Silzer and
P. Richard Jeanneret
- Section 8 JOB ANALYSIS—Edward L. Levine
- Section 9 OPINION SURVEYS—J. Randall MacDonald and
Kelly J. Gordon
- Section 10 OUTPLACEMENT—Robert J. Lee and Robert B. Mintz
- Section 11 PERFORMANCE APPRAISAL—Gary P. Latham
- Section 12 UTILITY ANALYSIS—Wayne F. Cascio
- Section 13 APPLYING THE JOINT TECHNICAL STANDARDS
FOR EDUCATIONAL AND PSYCHOLOGICAL
TESTING (Co-sponsored by Division 5)—Fritz Drasgow
and Neal M. Kingston

Workshop Schedule Thursday, August 27, 1987

New York, NY

Registration	8:15 a.m. - 9:00 a.m.
Morning Sessions	9:00 a.m. - 12:30 p.m.
Lunch	12:30 p.m. - 1:30 p.m.
Afternoon Sessions	1:30 p.m. - 5:00 p.m.
Reception (Social Hour)	5:30 p.m. - 7:30 p.m.

Section 1 (Half Day)

ASSESSMENT CENTER DESIGN: CURRENT CONCERNS AND EVOLVING PRACTICES

George C. Thornton III
Colorado State University

There is ample data to show that assessment centers possess a high degree of predictive validity in relation to various measures of

managerial progress and performance. This research evidence has spawned a proliferation of applications of the method in various organizations for various purposes in the evaluation of various jobs.

Despite the widespread popularity of assessment centers, questions have arisen on two fronts. Recent research and theory suggest that alternative explanations are needed to describe what assessment centers actually measure. In addition, because assessment centers are quite time consuming, there have been many pressures to streamline the procedures and simplify the assessors' activities. Professionals and managers have pressed for a reduction in the time required to gather and integrate the assessments.

These concerns have implications for the design of all facets of assessment centers. This workshop will explore implications regarding:

- The dimensions to be assessed (and in fact whether we should even assess dimensions)
- The choice of assessment methods
- The way assessors observe and evaluate behavior
- The process of sharing observations
- The manner in which the integration discussion is conducted, whether dimension ratings should be combined mechanically or via a consensus discussion, etc.

Decisions about the design of these components are contingent on several factors including the frequency of the assessment center operation, the level of sophistication of the assessors, the purpose of the center, the level of the target job, etc. Permeating these deliberations is the requirement to maintain the integrity of the original tenets of the assessment center method, if we wish to rely on the substantial base of validity data which has accumulated.

Dr. George C. Thornton III is Professor of Psychology and Chair of the Industrial/Organizational Psychology program at Colorado State University. He received his Ph.D. from Purdue University. He is a Diplomate of the American Board of Professional Psychology. His book with William Byham, *Assessment Centers and Managerial Performance*, gives an extensive history of multiple assessment methods, a detailed review of research on assessment centers, and an analysis and critique of relevant assessment theories.

Coordinator: Elliot D. Pursell, New Bern, NC.

Section 2 (Half Day)

CONTENT VALIDITY

Richard S. Barrett
Hastings-On-Hudson, New York

Current cases and trends involving content validity will be discussed as a prelude to workshop sessions in which participants will have training and practice in evaluating the content validity of selection procedures. They will discuss and learn to apply the *Content Validation Form*, a systematic procedure used to assess the content validity of testing procedures.

Included in the discussion are:

- The distinction between content and construct validity and when each is appropriate
- The content validity of multiple-choice tests
- Alternatives to multiple-choice tests for evaluating job knowledge and performance.
- Content validity of performance measures.

Participants will apply the principles to the fictitious *Validation Study, Shrike Island Police Department* used for training EEOC attorneys. They are asked to bring samples of selection procedures which are intended to be content valid for practice in assessing content validity.

The workshop plan emphasizes active involvement and discussion by the participants.

Richard S. Barrett has testified regarding content validity in many court cases, including *Macchiarola v. Board of Examiners* and *U.S. v. St. Louis*. After each of these two cases had been decided, he participated in the development of selection procedures which were accepted by the courts as being content valid. He is currently working on similar projects in New Jersey, Washington, D.C., and San Francisco. He earned his Ph.D. in Industrial and Organizational Psychology at Case Western Reserve University.

Coordinator: Eugene F. Stone, Bowling Green State University

Section 3 (Half Day)

CORPORATE CULTURE: HOW TO AID IN REDEFINING AND REDIRECTING AN ORGANIZATION

Philip H. Mirvis
Boston University

Dennis N. T. Perkins
Yale University

This workshop will examine the processes and structures that can be

activated to help corporations undertake massive—and effective—cultural change. It will focus on the importance of corporate visions, executive speechifying, transition structures, employee involvement, and statements of philosophy as companies seek to redirect their energies and strive to develop a new culture.

Much has been said and written about the trials and costs of corporate restructurings. These issues will be considered. This session will, however, highlight how to make large scale change *work* in organizations and the role that psychologists can play in making it *happen*.

The session will include a review of theory, case examples, and application. The theory base will concentrate on the dynamics of transition management and cultural change in organizations and how “new wave” interventions, distinct from those found in the practice of organization development, can move people through a crisis period and their organization to a new state.

Case examples, from the workshop leaders’ experiences in megamergers and large-scale corporate restructuring will ground the theory and provide a point of departure for applying the concepts.

Finally, application sessions, within the workshop, will provide some hands-on guidance on how to diagnose attitudes toward proposed changes and how to intervene in more *and* less than optimistic conditions.

Philip H. Mirvis is an Associate Professor of Organizational Behavior, Boston University, School of Management and Research Fellow, Center for Applied Social Science. He is co-editor of *Failures in Organization Development and Change* and his current research and consulting centers on the “merger syndrome” in companies. Mirvis has worked in several megamergers and will present his findings from these experiences.

Dennis N. T. Perkins is an Adjunct Professor, Yale University, School of Organization and Management, and a private management consultant. He is co-author of *Managing Creation*, a study of the founding of an organization, and has consulted in several major corporate restructuring efforts.

Both workshop leaders have Ph.D.s in Organizational Psychology from the University of Michigan.

Coordinator: Wayne R. McCullough, IBM Corporation

Section 4 (Half Day)

EMPLOYEE DEVELOPMENT AND CAREER PLANNING: USING COMPUTER-BASED SYSTEMS

Frank J. Minor
IBM Corporation

Roger A. Myers
Columbia University
Teachers College

Today's business environment is driven by changes in technology and the organization, causing shifts in job duties, skill demands, and employees needed in different jobs within an organization. These shifts must be communicated to employees and managers via the organization's career development programs, to assure that employee skills development and career planning activities are responsive to the organization's changing environment. Computer-based systems can help support this objective. A number of organizations have designed and implemented computer programs to assist employees with their development planning.

This workshop will acquaint participants with:

- The objectives of these systems
- The information handling functions that can be performed
- The design and implementation issues encountered
- The ways such systems can fit into an organization's career development practices.

The results of a pilot test of a career planning system will be described as well as the results of an employee opinion survey following a system implementation. A personal computer-based application program will be demonstrated.

The workshop is intended for those responsible for planning, developing, and evaluating human resource programs which focus on employee development, career planning, and redeployment.

Frank J. Minor is Corporate Program Manager for Management Development and Education Technology at the IBM Corporation. He developed and implemented IBM's Employee Development Planning System, a computer-based career planning tool for use by IBM employees for which he received a major IBM award. Frank is an Adjunct Professor at Columbia University, and recently published a chapter on the workshop topic in the APA Division 14 Frontier Series book, *Career Development in Organizations* (D. T. Hall, Editor).

Roger A. Myers is Professor of Psychology and Education at Teacher's College, Columbia University and Chairman of the Department of Social, Organizational, and Counseling Psychology. With Frank J. Minor and Donald E. Super he developed the IBM Educational

and Career Exploration System, the first computer-assisted career development planning system to be adopted in schools. Recent publications include a chapter in *Using Information in Career Development* (L. W. Harmon, Editor).

Coordinator: Mirian I. Graddick, AT&T Corporation

Section 5 (Half Day)

EQUAL OPPORTUNITY LAW: SHADES OF AMBIGUITY IN DEFENDING PERSONNEL ASSESSMENT PROCEDURES

James C. Sharf
Office of Personnel Management

Mark S. Dichter
Morgan, Lewis & Bockius

The objective of this workshop is to present strategies to reduce the professional and legal uncertainties that face the practitioner who is being asked to interpolate beyond the more comfortable boundaries of the science. An alternative title might be "What the *Standards* and the *Principles* failed to tell you about educating the court under the bright lights of an adversarial proceeding."

It is the premise of this workshop that the likelihood of success is largely dependent on the skill with which the issues ranging from *prima facie* arguments to "business necessity" rebuttals are framed at trial. The presenters are experienced in defending personnel selection and appraisal procedures, conversant in the nuances of contemporary fair employment, and looking forward to interacting with the participants.

James C. Sharf is a Personnel Psychologist with the U.S. Office of Personnel Management in Washington. In his OPM position, he directs policy analysis of Federal selection procedures in light of legal and professional standards, develops Federal examining policies which offer maximum probability of implementation of research findings, and maintains liaison with OPM's General Counsel and with industrial psychologists and attorneys in the public and private sectors (including Philadelphia lawyers) for the purpose of developing optimum staffing policy for the Federal government. Jim has his M.S. and Ph.D. from the Organizational Psychology program at the University of Tennessee.

Mark S. Dichter is a partner in the Philadelphia office of Morgan, Lewis & Bockius. He specializes in representation of employers in employment discrimination, labor relations and employment law matters including litigation and counseling. Mr. Dichter is Management Co-chair of the ABA Labor Section's Committee on Equal Employment Opportunity Law, and Editor-in-Chief of the Annual Supplement to Schlei & Grossman, *Employment Discrimination Law* (BNA 1983-1986). Mr. Dichter is also Vice-Chairman of the Defense Research Institute's

Employment Law Committee, the co-author of *Employee Dismissal Law: Forms and Procedure* (Wiley, 1986), and a graduate of Villanova University School of Law.

Coordinator: Judith L. Komaki, Purdue University

Section 6 (Half Day)

HUMAN RESOURCE PLANNING AND DEVELOPMENT

Anthony J. Rucci

Frank M. J. LaFasto

Baxter Travenol Laboratories

A growing number of companies are establishing formal Human Resource Planning systems. These systems provide a broader framework for the practice of I/O psychology than historic personnel research departments. This workshop will present the rationale and objectives for establishing a human resource planning process in an organization. In addition, it will outline the necessary components for an effective planning process. Finally, the workshop will relate the traditional areas of practicing I/O psychologists to the design and maintenance of a more effective planning process.

It is the objective of the workshop to demonstrate that a human resource planning process is a comprehensive umbrella within which I/O psychologists can more effectively impact organizational behavior and management practices. The components to be discussed as the fundamental elements in a human resource planning process are: organizational structure and design, evaluation and assessment of management, managerial and executive succession planning, and executive development and training. The practice of I/O psychologists within each of the components will then be discussed, to include: selection systems, criterion development, performance appraisal, individual assessment, training, career development, organizational roles and structure, and EEO considerations.

After completing this workshop, participants will be prepared:

- To determine if a human resource planning system is appropriate in a given organization
- To understand at both a conceptual and "case study" level how to design and implement the components necessary to establish a planning process
- To determine if the appropriate subsystems familiar to I/O psychologists are in place to support an effective human resource planning process.

Anthony J. Rucci is Corporate Vice President of Human Resources

for Baxter Travenol Laboratories, a \$6 billion healthcare products and services company, employing 60,000 people. He holds a Ph.D. in Industrial/Organizational Psychology from Bowling Green State University. He served on the Editorial Board of the *Journal of Applied Psychology* and is currently on the Board of Directors of the Human Resource Planning Society.

Frank M. J. LaFasto is the Vice President of Human Resource Planning and Development at Baxter Travenol Laboratories. He received his Bachelors and Masters Degrees from Bradley University and his Ph.D. in Organization Communication from the University of Denver. He has co-authored a Monograph on Feedback for Toastmasters International, co-developed a small group problem solving format, and a feedback instrument on Interpersonal Impact.

Coordinator: Stephen R. Doerflein

Section 7 (Half Day)

INDIVIDUAL ASSESSMENT: GETTING AT JOB RELATED SKILLS AND ABILITIES

Robert F. Silzer

Personnel Decisions, Inc.

P. Richard Jeanneret

Jeanneret and Associates, Inc.

Individual assessment is a significant component of the practitioner's side of I/O psychology, and yet is a process for which there is little formal training, especially within the academic environment. Further, there is little communication about the process by either practitioner or scientist, except when it is treated within the domain of the Assessment Center. However, most psychological assessments in industry are conducted in an environment other than that of a formal Assessment Center.

This workshop will examine in-depth the psychological assessment of job-related skills and abilities from several perspectives:

- The purposes, expectations and utility of assessment
- The process itself, including job analysis requirements, instruments, administration, interpretation, client relations, and reports
- Specific applications including executive assessments and screening for sensitive positions
- Ethical and legal issues
- Future direction.

The workshop format will consist of presentations by the two workshop leaders who will provide information and examples based on their considerable practical experience. Time will also be devoted to participants' questions and follow-up discussions.

Robert F. Silzer is Vice President of Personnel Decisions, Inc. He has a Ph.D. in I/O and Counseling Psychology from the University of Minnesota, and extensive experience as a management consultant at PDI and as a Director of Personnel Research at Fieldcrest Mills, Inc. He has conducted research on the assessment process with particular interest in clinical and statistical integration methods, provided a wide range of assessment services to clients, and designed numerous assessment systems.

P. Richard Jeanneret is the managing principal of Jeanneret and Associates, Inc. He has over 18 years of management consulting experience since obtaining his Ph.D. in I/O Psychology from Purdue University. He has provided psychological assessment services to a wide variety of client organizations, and has conducted several in-house and client specific research studies of assessment instruments and procedures.

Coordinator: Larry Fogli, CORE Corporation

Section 8 (Half Day)

JOB ANALYSIS: CURRENT PERSPECTIVES ON RESEARCH AND APPLICATION

Edward L. Levine
University of South Florida

We will explore purposes served by job analysis, and methodologies available to serve these purposes. Emphasis will be placed on carefully selected issues that have been the focus of recent research and development efforts, including:

- Development of methodology to analyze team or group operations
- Computerization of job analysis by modeling cognitive schemata of subject matter experts
- Cognitive bases for judgments of task importance
- Effect of job and task satisfaction on task importance ratings.

A number of practical problems will also be addressed, among them:

- Sample size considerations
- Multi-purpose or integrative job analysis approaches
- Job analysis for validity generalization
- Number and kind of scales needed to evaluate the importance of tasks and worker attributes.

Participants are expected to be active and share their experience in this area; they are encouraged to bring job analysis problems to the workshop.

Edward L. Levine is Professor, Associate Chairperson, and Director of the Ph.D. program in Industrial and Organizational Psychology at the University of South Florida at Tampa. He has over fifteen years of experience in job analysis research and application. He recently authored a well-received book on job analysis, *Everything You Always Wanted To Know About Job Analysis*, and is an Associate Editor of the *Job Analysis Handbook* to be released by Wiley. Dr. Levine was the recipient (along with his colleagues, Ronald Ash and Nell Bennett) of the Consulting Psychology Research Award from Division 13 (Consulting Psychology) of APA for his research on job analysis.

Coordinator: Susan N. Palmer, Wells Fargo

Section 9 (Half Day)

OPINION SURVEYS: LEVERAGING LARGE SCALE ORGANIZATIONAL CHANGE

J. Randall MacDonald
GTE Corporation

Kelly J. Gordon
GTE Corporation

Surveys can be an important organizational tool for self-examination, self-analysis, diagnosis, and action-planning when instituting large scale culture change processes. However, sufficient thought must be given to designing the various components of the total survey system in a way that integrates them with other existing structures and processes needed to create leverage points for initiating the desired change.

The purpose of this workshop are the following:

- To detail key components of an effective survey system
- To identify how survey results and subsequent actions fit into an integrated change process
- To aid in developing action plans for specific types of survey results
- To aid overall understanding of the effective use of surveys to improve organizational effectiveness.

The session will cover designing a survey system that motivates individuals within the organization to take action by creating constructive energy focused on the need to solve problems, and leveraging "existing" structures and processes to translate constructive energy into action.

Individuals involved in new or ongoing survey processes and/or culture change in organizations are encouraged to attend. The presentation format will include lecture, interactive participation, and discussion.

J. Randall MacDonald is Vice President, Organization Development for GTE. Mr. MacDonald provides direction and support throughout the GTE organization in designing innovative management organizations systems to improve overall business performance. He is responsible for

employee opinion surveys, employee relations, internal communications, employee involvement and manpower and organization planning corporatewide. He holds a Masters degree in Industrial Relations from St. Francis College, PA, and is affiliated with a number of professional organizations.

Kelly J. Gordon is Manager, GTE Survey Program. Ms. Gordon designed and manages the corporatewide employee opinion survey program at GTE. She holds Masters degrees in both Psychology and Labor and Industrial Relations from Michigan State University.

Coordinator: David A. Grove, Procter and Gamble

Section 10 (Half Day)

OUTPLACEMENT: ROLE, MODELS, AND ISSUES

Robert J. Lee
Lee-Hecht-Harrison, Inc.

Robert B. Mintz
Time, Inc.

Outplacement counseling has rapidly become an established part of corporate life throughout America. This workshop will describe the kinds of services being offered and the ways they can be best used in various situations. Participants will examine the elements included in an outplacement program from the perspectives of both the provider and the client corporation.

Specific topics covered will be: Group vs. individual programs, internal vs. external options, steps in the counseling process, defining corporate policy, measuring success, and the qualifications expected of outplacement consultants. We will also look into some of the potentially thorny issues related to psychological testing, the outplacement vs. therapy borderline, confidentiality and dual-client contracting, and the pressures on the delivery of professional services in a highly competitive consulting context.

The workshop is intended equally for persons interested in offering outplacement as a service to clients, and for people who are charged with initiating or managing the delivery of outplacement services to the employees of their large organizations. Experience in one-on-one counseling will be helpful. A case study will be provided as prework.

Robert J. Lee is Co-chairman of Lee-Hecht-Harrison, Inc., based in New York City, which has been providing outplacement services to major corporations since 1974, primarily in the New York/Connecticut/New Jersey area. He is President of the Association of Outplacement Consulting Firms. Dr. Lee received his Ph.D. in Industrial/Organizational Psychology from Case Western Reserve University in 1965.

Robert B. Mintz is currently Director, Management Resources for Time, Inc. He has 10 years consulting and corporate experience with

such firms as Pepsico and Revlon. He earned his MS degree in Counseling and Organizational Psychology at Ohio State University in 1976.

Coordinator: Nancy T. Tippins, Bell Atlantic

Section 11 (Half Day)

PERFORMANCE APPRAISAL: A TOOL FOR IMPROVING PRODUCTIVITY

Gary P. Latham
University of Washington

This workshop will examine legal issues affecting the performance appraisal, the advantages and disadvantages of different types of appraisal instruments from both a legal and a coaching/counseling standpoint, the use of peer evaluations, ways of improving the objectivity of appraisers, and coaching and counseling techniques with special emphasis on goal setting.

Gary P. Latham, Professor and Chairman, Management and Organization; and Department of Psychology. B. A., Dalhousie University, Canada (1967); M.S., Georgia Institute of Technology (1969); Ph.D., University of Akron (1974). He is the 1985 recipient of the Burlington Northern Award for scholarship and is the Ford Motor Affiliate Professor. His Business School research focuses on employee selection, performance appraisal, training and motivation with particular emphasis on goal setting and social learning theory as they relate to productivity and absenteeism. He is co-author of *Improving Productivity Through Performance Appraisal* (1981); *Developing and Training Human Resources in Organizations* (1981) and *Goal Setting: A Motivational Technique That Works*. He has published over 75 research papers and technical reports and serves on the Editorial Boards of the *Journal of Applied Psychology*, *Academy of Management Journal*, and *Journal of Organizational Behavior and Management*. In addition, he serves as an invited reviewer for scientific journals published in Canada and England. He is a Fellow of both the American and the Canadian Psychological Association. He was Chairman of the Industrial/Organizational Psychology Interest Group in the Canadian Psychological Association in 1976 and was the Division 14 (Industrial/Organizational Psychology) 1980 nominee for the American Psychological Association's Early Career Award. He is currently listed in *Who's Who in the West* and *Community Leaders of America*. Gary has served as a consultant to business corporations, hospitals, governmental agencies, and nonprofit organizations.

Coordinator: Ralph A. Alexander, University of Akron

Section 12 (Half Day)

UTILITY ANALYSIS: INTEGRATION OF EXPECTED PAYOFFS FROM HUMAN RESOURCE SYSTEMS WITH STRATEGIC BUSINESS DECISIONS

Wayne F. Cascio
University of Colorado-Denver

Operating executives justifiably demand an estimate of the returns from any proposed capital investment project. Human resource programs, proposed or ongoing, are no exception. Decision rules are needed to assess the sensibility of investing the firm's dollars in selection, training, or human resource development programs, as opposed to other worthy projects. Cost/benefit or utility analysis can be useful in the decision-making process.

To date, HR professionals have regarded utility analysis as the last step in the process of evaluation. From a broader organizational perspective, however, such analyses represent only the first step in strategic business decision-making. Proposed capital investment projects, such as personnel programs, new equipment purchases, and construction projects, first must be assessed in terms of their financial soundness (net present value), and then must be ranked in order of their strategic priority to the firm.

In this workshop, hands-on examples are used to show how this can be done with HR programs. The practitioner-oriented applications take into account such factors as the length of the effects of the program, the rate of decay in the effects, attrition rates, and multiple employee cohorts.

Further, we will examine the use and contributions of sensitivity, break-even, and meta-analysis in this process. Participants will leave the workshop with the skills and understanding to integrate the expected payoffs for HR systems with strategic business planning.

Wayne F. Cascio is a Professor of Management and Organization at the University of Colorado-Denver. He is a Fellow of the American Psychological Association, a Diplomate in Industrial/Organizational Psychology of the American Board of Professional Psychology, and a member of the Editorial Boards of the *Journal of Applied Psychology* and the *Academy of Management Review*. He has consulted with a wide variety of organizations in both the public and private sectors on personnel matters, and periodically he testifies as an expert witness in employment discrimination cases. Dr. Cascio is an active researcher and is the author of four books on human resource management.

Coordinator: Jeanette N. Cleveland, Colorado State University

Section 13 (Full Day)

APPLYING THE JOINT TECHNICAL STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING

Fritz Drasgow
University of Illinois

Neal M. Kingston
Educational Testing Service

A full day workshop will focus on applications of the 1985 version of the Standards for Educational and Psychological Testing. These Standards were recently issued by The American Psychological Association in conjunction with the American Educational Research Association and the National Council on Measurement in Education. The workshop will be jointly sponsored by Divisions 5 and 14 of the American Psychological Association.

The morning portion will be spent in a general session that focuses on basic issues of testing. Pertinent concerns here include:

- Types of validation designs
- Development of technical manuals
- Reporting of test results, and
- The propensity of some to view the standards as a checklist for assessing the quality of a test or a testing program.

The afternoon sessions will be devoted to discussions of issues of particular interest to members from each of two specialty areas:

1. Industrial/Organizational Psychology, and
2. Educational Psychology and Measurement.

The participants will be separated by specialty area for these discussions. Each of the two afternoon workshops will be led by a specialist in that area. (These same two leaders will conduct the general morning session.)

Fritz Drasgow is Associate Professor of Psychology and Industrial and Labor Relations at the University of Illinois. He received his Ph.D. in quantitative psychology from the University of Illinois in 1978. Dr. Drasgow has been a major contributor to the literature on applications of testing in industrial settings and is co-author of the book entitled "Item Response Theory: Application to Psychological Measurement."

Neal M. Kingston received his Ph.D. from Teachers College, Columbia University and has spent the past several years at Educational Testing Service with an interlude of 1½ years with the personnel department of the County of Los Angeles. He is presently Group Head and Senior Measurement Statistician in the School and Higher Education Programs at E.T.S. His responsibilities include the management of all statistical work on several key testing programs.

Coordinator: Lawrence R. James, Georgia Institute of Technology

**REGISTRATION—35TH ANNUAL
INDUSTRIAL AND ORGANIZATIONAL
PSYCHOLOGY WORKSHOPS
THURSDAY, AUGUST 27, 1987
New York, New York**

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A Note to Registrants:

Section 13 is a day-long workshop. All the other workshops have been designed as half-day workshops. Based upon your choices, you will be assigned to one full-day workshop or two half-day workshops.

Section Number

First Choice: _____
 Second Choice: _____
 Third Choice: _____
 Fourth Choice: _____
 Fifth Choice: _____

Registration is on a first-come, first-serve basis. All workshops will be limited to 25 participants.

\$150— Society for Industrial and Organizational Psychology, Inc.
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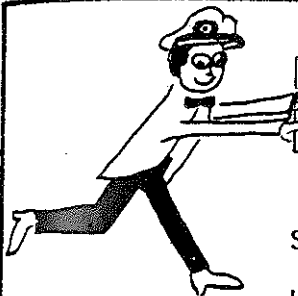
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- Fee includes: All registration materials, lunch, and social hour. Additional tickets for the social hour are \$20 per guest.
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SIOP Calendar

TIP deadline for August issue	June 1, 1987
SIOP Pre-APA Workshops— New York City	August 27, 1987
Doctoral Consortium— New York City	August 27, 1987
APA Annual Convention— New York City	August 28–September 1, 1987
Submission deadline for 1988 APA Annual Convention— Atlanta	Mid-December, 1987—Note change in this—Exact date not known yet

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Publish, Perish, Performance: All Hail the Absence of a Denominator!

Dan R. Dalton
Indiana University

"Publish or Perish!" is an admonition well known, feared, perhaps occasionally revered, but certainly much contemplated by those in the academic community. There are—as legions could be easily assembled to attest—many substantive barriers standing between those who would eagerly share their hard work with august colleagues through professional publication and visibility, mobility, fame, fortune (?), to say nothing of promotion, tenure, and more promotion.

It is well known (read—a lot of people think) that the "hit" rates of major journals are at their historic lows. Empirical work that would surely have been embraced in better days now receives responses from editors with the fateful salutation, "Our reviewers have now completed . . . We regret that we cannot accept . . ."

It is also well known (read—a lot of people think this, too) that inter-rater agreement of submitted work is pitifully low. How often have you heard, "One reviewer loved it; the other was less enthusiastic; the editor rejected it"?

Also, it is—by near-unanimous acclaim—far more difficult to attain promotion and tenure under any circumstances. "Gee! The Department committee is tough; the School committee is brutal; at the University level it is well-nigh impossible."

There are any number of additional reasons why publishing is widely held as the functional equivalent of Hercules at the stables and Prometheus with the rock. These would include, but are by no means limited to: (1) No one understands my stuff; (2) It was too applied; (3) It wasn't applied enough; (4) A great idea! Poor execution; (5) Brilliant execution! trivial question; (6) Not enough control—would like to have seen this in laboratory; (7) Laboratory protocol—lacks realism, would have liked to see this in the field; (8) and so forth; (9) and so forth; (10) and so forth . . .

Certainly, these and other concerns should not be set cavalierly aside. Indeed, there may be a seed—perhaps a full grown plant, maybe a tree—of truth in them all. When considered in combination, perhaps Hercules would sooner have stayed in the stables than face the tasks at Tenure U.

BUT, for those who insist, or at least persist, there is an awesome ally, a condition that receives no credit. Its lack of acknowledgement is appalling since it is the benefactor of all in academe. What condition? We do not have a denominator.

No Denominator

An obvious point is that those in the academic community—particularly at the onset—are subject to evaluation. “Publish or Perish” suggests that one’s publication record is an indicator which will be heavily relied on to evaluate a candidate’s worth for promotion, tenure, more promotion. That individuals in academe are subject to evaluation does not differentiate them from other vocations. It would seem that nearly all employed persons are subject to one version of evaluation or another. The clear difference between those in scholarly pursuits and others lies in what could be referred to—for lack of a better term—the mathematics of evaluation. This is easily illustrated by analogy.

Suppose we know that a professional baseball player hit safely 42 times in the past year. This information is nearly useless as an evaluative index. The reason that it is clearly useless is that we have no denominator. In order to determine the “value” of this player we need to know the number of times at bat. We know, for instance, that 42 hits (numerator) in 100 bats (denominator) is outstanding, a .420 batting average. However, 42 hits in 500 bats is pitiful, an .084 batting average, outrageously substandard by any reasonable evaluation. Any number of examples could be provided. Suppose it comes to our attention that 223 products were evaluated and found wanting by some quality assurance criterion. This information is, again, virtually useless unless it is also known how many units were subject to evaluation. Obviously, 223/312 is preposterous; 223/25,000 indicates an unacceptable rate less than 1 per cent, enviable by all but the most demanding production standards.

A cursory inspection of common evaluative indices shows that most rely on some ratio which requires a denominator: retail sales per square foot of space; a district attorney’s conviction rate; return on investment, assets, equity; major crimes per 1000 population; and, countless others.

There is yet another evaluative factor which differentiates evaluation in the academic community. There, we rely nearly exclusively on effectiveness. In other fields, there is typically a strong reliance on both effectiveness and efficiency. Suppose, for example, that two students prepare for an examination. They both, for argument’s sake, hope to receive an “A” on the test. One of the students studies 20 hours and receives an “A”; the other studies 20 minutes and also receives an “A.” Both were equally effective in that they obtained their objective. Clearly, however, one was far more efficient than the other since s/he obtained that objective with far fewer costs; i.e., used his/her resources more efficaciously.

Evaluation (Score-Keeping?) in Academe

To consider the contrast in academic evaluation, we could return to the baseball analogy. Suppose that a tenure candidate some six years out has 15 “hits”—publications in reasonable or better professional journals. In many universities, this person would be a viable candidate for tenure. Notice that it makes absolutely no difference how many times at bat this person has. Suppose again, for illustration, that this person has submitted 17 papers for editorial consideration and that all the hits were accepted by the first journal to which they were initially sent. This is a truly remarkable—and I think (at least I hope!) unusual—efficiency. Take another example. This person, still out some six years, also has 15 hits. These publications, however, are a function of some 50 submissions. Beyond that, many of these hits occurred only after they had been repeatedly submitted, rejected, resubmitted to various journals.

Both candidates have been effective to the extent to which 15 responsible publications may lead to the objective—tenure. The difference in efficiency is notable, even interesting, but entirely irrelevant. In baseball—as well as virtually every other field—we necessarily ask, “15 for what?” We need a denominator to make a reasonable assessment. In the academic community, we only consider the numerator. I do not discount the quality of the submissions. It can be assumed that the quality is outstanding in both cases. Also, we could easily consider 42 or 4 hits by the same criteria. Moreover, I fully realize that there are additional areas of evaluation. Nevertheless, at least with respect to publication, we neither request nor do candidates document their efficiency. No one cares (nor are they likely to know in any case) how many journals rejected our work before we finally succeed; that we send five papers to professional conventions to assure one hit; that we did a dozen studies to get two with “statistically significant” (genuflect please) results; it simply does not matter how many iterations a given paper may have suffered before acceptance. We—unlike virtually every other field—discount efficiency and denominators.

This, with tongue firmly out of cheek for a moment, is a legitimate plus. The lack of a denominator does truly mitigate some of our other publication hurdles. Imagine that someone were keeping track of our attempts as well as our humble successes. That would indeed lead to an entirely different, and grossly more difficult, “game.” It seems that nobody really cares how many holes you actually dig, as long as you occasionally hit some oil. It would certainly be nice to hit oil every time; it is also good to know that we do not have to every time. Enough effort may actually be worth something in this trying business if we dig enough holes in even remotely the right places.

All hail the absence of a denominator!

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Marketing Professional Services: A Plan for Finding Receptive Clients

Paul M. Connolly
Management Decision Systems, Inc.

In the real world of attempting to implement sound programs in organizations, there are three critical problems. The first problem is selecting a technically viable, professionally satisfactory approach to a problem within our particular areas of expertise. Although this is a complex problem, it is the one I/O psychologists are best equipped to handle. A second problem involves getting specific recommendations and actions implemented once a project is underway or even completed. Some of the more obvious issues and some preliminary approaches at overcoming them were the subject of an earlier article in **TIP** (August 1986). The subject of this article concerns a third problem, one that I believe is actually most critical to those working in *academic* (that's right—academic) settings. How do you go about finding someone interested in solving the problems on which you would like to work? Simply stated, how can you market your expertise?

The Problems with an "I've Got It" Orientation

Typically professionals of any kind are most interested in offering a service or studying a problem and less interested in their promotion. Yet over the last five years accountants, lawyers, and even physicians have come to realize the importance of marketing. As competition for resources gets tighter, to keep doing what you want to do as a professional, it becomes more important to make sure there are people who want to access it. I/O psychologists are quickly finding themselves in a similar situation, although frequently our competition is not from one another.

A marketing orientation is important to all of us because our usual activities are so intangible and abstract, at least in the eyes of most of our clients. This is especially true in the early phases of a study or intervention, before any progress can be clearly shown. Even when our activities do result in positive change, however, if you've done what you need to do to make the program successful (i.e., transfer ownership to those who must live and work with it), then you've also undermined the likelihood of "getting credit" for the change. This is a force that works against successful marketing, since it encourages clients to view successes as their own.

The main reason research gets done in organizations is not or should not simply be because an employer is willing to tolerate and underwrite such efforts. This is "soft" money and can very easily disappear at the most inopportune times. When the squeeze is on, human resource programs are among the first to go. This would be less likely if there were vocal support for tangible benefits. "Hard" money is spent to solve problems by people who don't like having them and can see the benefits an approach might have.

The title of this article actually reflects part of the problem many psychologists have in finding acceptable problems on which to work. As anyone who has been a consultant can tell you, it is very difficult to "find" clients. Most of us have at one time or another lamented the fact that we have been "unable to find someone to try the idea." Despite being convinced that our approach offers a solution to the problem of "absenteeism" or "turnover," etc., it is most unlikely you will find yourself sitting across the desk from someone with as deep a belief. While a strong belief in an approach is the single best *sales* technique, it will rarely "get you in the door." Getting in the door requires a marketing orientation.

An Overview of Marketing for Professionals

Marketing can be considered the development of a program to build wider awareness and interest in the applicability of an approach to issues or problems of professional interest and potential organizational impact. The essence of marketing is to build awareness of a potentially valuable resource. It involves first understanding both the *features* of an approach (what it does) as well as the *benefits* of its implementation (what are the possible outcomes that could result from its use). It requires implementing a consistent plan for promoting your expertise. Marketing efforts are often overlooked by professionals anxious to work on a specific problem. The required groundwork is costly, time-consuming, and comes with no clear guarantee of a positive result. It is, however, essential.

Marketing is *not* the same as "sales." Sales is the culmination of a marketing effort. Sales is the application of a set of skills which make it easier for a potential user of our services to access them. Sales is translating that knowledge and awareness into a decision to do something. A potential client needs to understand both the benefits and weaknesses in an approach, and how it is different from alternative approaches others might make. Sales is a service to a potential user. When it is done ethically, it is not misleading and does not *promise* benefits, whether they are likely or not, as required by the APA code of ethics.

The Basic Steps of Marketing Professional Services

The central trick of marketing professional services is to focus on how

to help the right clients (with the right problems) find you. Those psychologists who are best at marketing their professional services make it look easy, even effortless. It is almost a way of life. Mostly this is because by the time these psychologists begin to be most visible, they have worked for years at taking care of their professional reputations and seeking opportunities to gain visibility. For many, though, efforts consist of writing in the professional literature and actively participating in Division 14 activities.

While important, these activities alone are not likely to widen your opportunities to do real world research, because the "gatekeepers" in most organizations are not Division 14 psychologists. To extend your influence beyond those organizations where psychologists have already established beachheads (and where some of the most important research needs to be done), a more systematic approach is required. The steps are quite straightforward.

1. Understand what it is that you most want to offer. The more specific you can be about what it is you want to do, the easier it will be for you to follow subsequent steps. "Help organizations use their human resources more effectively" is far less preferable than something like "Use my new ideas on reducing absenteeism among clerical level employees," for reasons that will become very clear below. This is goal setting, pure and simple.
2. Identify as many ways as you can that your goal statement from step #1 above could be of general benefit to an organization. Be creative and try to think of many different possible benefits, aside from the most obvious ones. Talk about the problem with anyone who will discuss it with you. Make a list of all the benefits you can generate. You need to consider the problems faced by organizations in your area, as well as the resources you'll be able to provide in developing solutions.
3. Think about who might see the benefits you've generated in step #2 as most valuable. Don't be too quick to say "company presidents," "vice presidents of human resources" or even "line management." If you think about it, the *same* service might be of use to many people—but for many different reasons. You need to be able to identify which benefits are attractive to which specific groups. The same benefits are probably not going to be as important for one group as for another. Try to list out who will be most interested in each of your identified benefits.
4. Ask yourself and anyone else you can find the following sorts of questions:
 - Do those who could potentially benefit from my service have a *stated* need to do so? Are you sure?

- Do those who have the need also have the ability to access your services? If not, is there something you can do to help them access the help you can provide?
 - If those who might benefit from your services can't or won't be able to access them, who *can*?
 - What concerns do you think those who *can* access your services have about those services?
5. Identify your "target market." After thinking carefully about the issues above, you need to make some difficult choices. You need to choose a specific group with both a need and an ability to access your solution. The client or sponsor of the research obviously needs some resources as well as the right issue or problem. Sometimes your target will be someone who has less of a need but more of an ability or willingness to access a possible solution. This group is a "primary" market, and the one you should target first. Any group without both the need and ability to do something about it will not be immediately responsive to your marketing efforts. These groups are your secondary markets. They should be identified but receive only secondary attention until you've been able to apply your services successfully on your primary market group.
 6. Get to know your target market. You need to identify the sources of influence your target market relies upon. Basically you need the answer to the question of who and what does this group rely upon for information on this particular topic.
 7. What opportunities do you have to make yourself visible to the target market? The most frequent answers to this are such things as:
 - Speaking Opportunities (to local public organizations or professional societies, as well as at national conventions other than APA)
 - Article Opportunities (not only to journals, but the monthly bulletins or magazines of the various organizations and societies your target market is most influenced by)
 - Press Releases (next time your research is published in **JAP**, how about going through the steps above and writing a three paragraph statement of precisely why and how what you've done should be of interest to your target market?)
 - Commentaries (to the local newspapers or monthly bulletins or magazines)
 - "Networking" (almost anywhere you go, but for marketing purposes you'll want to confine your comments to how what you're doing solves problems)
 - Active seeking of referrals (the most frequent source of clients for most full-time consultants are referrals, and these most often

- come from those who have been satisfied clients in the past)
8. Examine the competition. What are the answers your competition has for the target market? Pick up all the literature that you can to see what your competition emphasizes and what they do not. Read the articles in the magazines and bulletins of interest to your target market, but also pay attention to the advertisements and public statements of your competition. Think of "competition" as something that inhibits someone from accessing your solution. In this broadest sense, is the competition to do nothing? That is, is our approach less attractive than the alternative of just waiting for something else to happen? Given the risk of trying something new while being tempted by those with simpler and apparently safer "solutions" is usually more than the person with the problem can resist.
 9. What are your most powerful arguments against the competition? Here you will want to speak to the benefits of your services, selected from the various features that it has for solving the problems at hand.

Of all the steps above probably the most important are steps #2 and #3. These are where you begin to narrow your efforts to those which will be most productive for you in finding someone able and willing to sponsor the kind of research that you are interested in, and which will benefit them the most.

Conclusion

Certainly identifying clients is critical for those of us whose livelihood depends on delivering services. The collective marketing efforts of psychologists could extend our reach beyond the Exxons, AT&Ts and GMs of the world and into more middle and even small-sized companies. Aside from a few ambitious academics, I/O psychologists haven't had much involvement with small or medium-sized organizations (see **TIP**, November 1985), despite high potential and economic impact on their operation. Most owners or executives of small and medium-sized companies don't know we exist, and those who do don't understand how our approach differs from that of dozens of other professionals anxious to serve them. We know how our approach differs, and can easily make statements about it. All of the above points lead to the same conclusion. I/O psychologists and the advance of the profession itself are suffering from a lack of adequate marketing efforts.

Clients with situations that match important research criteria don't just appear. They need to be identified and then nurtured. They need to recognize expertise and trust in an approach. That is not an easy task, but is one that a marketing orientation can help us with. The inabilities

we have in helping people solve business problems is *our* problem, not theirs. We have failed to make what we do relevant, failed to show how what we have to offer can be an answer to a problem that the client has.

There are very few "clients" out there who can "use" what we want to give them. There are, however, nearly unlimited clients with specific problems that, if we really listened, we might be able to respond to in a way that would make the client see the benefit in our approach. Clients have problems and needs, not a desire to do "research." We could increase our impact on organizations of all sizes by promoting our expertise through focusing on their needs, not our own problems or interests. In the process we'll be able to do all the research we need. A long-term, strategic marketing orientation is the set of keys we need to gain access to the right kinds of research problems. All we need to do is focus more on what the possible business benefits of the research or the solution, and less on the technical features of the approach. We need to help the right clients find us.

Industrial relations

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Practice Documents Approved

Bill Howell

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Hannah Hirsh

Baruch College

At the February meeting of the APA Council of Representatives, two important documents were approved: A new model licensure bill, and a revision of the *Standards* (now called *Guidelines*) for provision of psychological services. Since both have important implications for those of us who practice I/O psychology, or train students for practice, it is crucial that we all understand the key provisions of these documents from the I/O perspective. In the case of the model bill, it is also critical that we push for adoption of this model in each of our state legislatures, and most particularly, that we make sure the key provisions don't get dropped or altered in the process. This could easily happen if we are not vigilant. It would be unfortunate for all of us if we wound up losing our war of independence in the statehouses after all the hard-fought battles we have just won at the national level.

Background

First, a bit of history on both documents. As you know, SIOP has long been on record opposing enforced accreditation of I/O programs, enforced practice rules (apart from ethical standards), and enforced licensure for those whose practice does not include health-care-provider (HCP) activities. Despite our objections, however, documents specifying both generic *Standards* (1977) and specialty *Guidelines* (1981) for delivery of psychological services became part of APA policy. In the case of the *I/O Specialty Guidelines*, SIOP was put in the awkward position of having to write the document but vote against its adoption in order to be consistent with its objection to enforced control.

Things were not going well for us on the licensure or program accreditation fronts either. States were (and still are) revising their licensing laws in ways designed to require *every* practicing psychologist to be licensed, or in some instances, to *prevent* anyone other than HCP's from being licensed. In either case the requirements for licensure were being written increasingly along the lines of the HCP model. More and more I/O psychologists were discovering that they were technically practicing in violation of the law. And a move was initiated by the HCP interests in APA to tie eligibility for licensure to graduation from an *accredited* doc-

toral program in psychology. This would have forced the I/O specialty to get into the accreditation business in order to protect the right of the 50 or so percent of its constituency who want to be licensed to do so.

In response to these disturbing events, SIOP has been waging an intensive campaign at both the state and national levels to arrest the growth of the many-headed HCP control monster. Our representatives to Council have fought each new intrusion as it has appeared, but the HCP interests have usually prevailed by virtue of their overwhelming numbers. We were, however, able to get representation on several key APA Boards and Committees where much of the actual policy that governs control of the profession is drafted (notably, the *Committee on Professional Practice, Committee on Professional Standards, Board of Professional Affairs* and a special Board of Directors *Task Force on the Future of Professional Psychology*). SIOP has also adopted a Position Statement on State Licensure which is being actively promoted in the states through our State Affairs Committee.

The upshot of all this has been some tangible gains in our never-ending struggle to retain control over our own affairs. The two new documents illustrate these gains: the practice document, because it shifts the emphasis in specifying what is proper from prescription to aspiration (as signified by the title change from *Standards* to *Guidelines*), it reduces the health-care flavor of these generic aspirations, and it may well portend the demise of the *Specialty Standards*; the model licensure bill, because it provides a framework within which non-health-care practitioners can function comfortably as psychologists without violating state law, *provided the states don't alter the key provisions that afford us relief*. Let's take a look now at what the key provisions are.

Model Act for State Licensure

A review of the existing state laws together with several surveys of the SIOP membership reveal five main areas of difficulty for the I/O practitioner.

1. *The inclusiveness problem.* SIOP's position is that licensure is for protection of the naive consumer, primarily in the health-care domain. Thus, practitioners who do not endanger the public (through teaching, research, most I/O activities, etc.) should not have to be licensed. In most states today they do, if they want to call themselves *psychologists* (and in some cases, even if they use some other label).
2. *The categorical exclusion problem.* SIOP's position is that an I/O practitioner should not be *prevented* from sitting for licensure by mere virtue of specialty. This is currently the case in Michigan, and would be universally true if licensure were tied to program ac-

creditation: I/O and all other specialties that neither have nor want accreditation would be excluded.

3. *The HCP dominance problem.* SIOP favors a generic law (rather than specialty licensure), and this is the purported intent of most (but not all) existing statutes. In actuality, however, most have been written exclusively according to the training and practice models of the HCP. Supervised experience requirements, practice provisions, and even the language are usually inconsistent with any other kind of specialty.
4. *The substantial equivalency problem.* Existing laws tend to be extremely narrow in their definition of what constitutes doctoral training in psychology, often relying heavily on course, program, and degree *labels*. SIOP's position is that proper training in I/O psychology can be found in contexts other than the traditional psychology department (e.g., business schools) and following a variety of pedagogical schemes. Laws should not categorically exclude the products of such programs.
5. *The interstate practice problem.* Many I/O practitioners are obliged by virtue of their employment situation to practice in more than one state. SIOP's position is that such individuals should not have to hold licenses in those states where their practice is temporary or very limited. Most existing laws provide very few out-of-state practice days, and in a growing number (e.g., Texas), the provision has been eliminated entirely.

The new model law deals in one way or another with each of these problems—not always as directly or forcefully as we might have liked, but well enough to relieve the main sources of difficulty. In the opinion of those of us who were most directly involved in the negotiations, the result is extremely favorable to SIOP's position. *But until the model becomes law in all 51 jurisdictions, and unless it remains intact in each case, I/O practitioners will never see any benefit from this landmark document.*

Here are the specific provisions that provide the relief; the points that *must* be preserved if the potential is to become the reality.

1. *The inclusiveness problem* is dealt with through *exemptions*. While the definition of what constitutes the practice of psychology includes virtually all the functions I/O practitioners perform, the specified intent is to limit *required* licensure to those who “pose a risk of immediate harm to the public health or welfare.” Reference to the existence of exemptions should be given in the *definition of practice*, and the *exemptions* should specify “teaching, research, or service [which] does not involve the delivery or supervision of direct psychological services to individuals or groups . . . who are

themselves, rather than a third party, the intended beneficiaries of such services . . . ” If this provision is kept intact, those I/O psychologists who have no need to be licensed (and no desire to) can practice legally without a license.

2. The *categorical exclusion* problem is handled several ways. First, by including in the *definition of practice* the things I/O people do, we are not categorically eliminated. Second, by providing an alternative to accreditation in the *qualifications for licensure*, we are not excluded for lack of this unwanted credential. The qualifications provision specifies that “in areas where no accreditation exists, [the applicant] shall have completed a doctoral program in psychology that meets recognized acceptable professional standards as determined by the board” [i.e. State Licensing Board]. It would be very easy for those writing a state law to leave out this critical clause, and there will be strong HCP pressure to do so. It must not be allowed to happen.
3. The *HCP dominance problem* is dealt with throughout the bill in wording and tone that remains generic. In particular, the troublesome two-year *supervised experience* provision instructs the state board to “make the requirement appropriate for the intended area of practice” rather than simply an HCP model.
4. The *substantial equivalency* problem is handled by the same wording quoted in #2 above. In effect, the board must decide what constitutes appropriate doctoral training in specialties where there is no accreditation. Recognition is also given to the fact that appropriate programs may be “housed” in a variety of organizational units.
5. The *interstate practice* problem is dealt with by an explicit provision that allows up to 60 working days per year in another jurisdiction.

Your State Affairs Committee is going to be working throughout the country to get this model adopted and to ensure that its key provisions are not eroded. The American Association of State Psychology Boards (AASPB) was intimately involved in its creation, which should help. However, most states have a very influential radical element within its HCP constituency which will push hard to overthrow everything we have worked to achieve. The State Affairs Committee is but a small force; you, the membership, need to get involved as well if you want to prevent disaster in your own backyard.

Guidelines for Providers of Psychological Services. The new *Guidelines for Providers of Psychological Services* have, as noted above, superseded the 1977 *Standards for Providers of Psychological Services* as official APA Policy. Key changes which affect I/O Psychologists are listed below.

1. The title, preamble, introduction and structure of the document have all been changed to reflect its aspirational nature, and to make it more truly “general.” The original *Standards* were highly prescriptive in nature and held up unreasonable standards of practice as “minimally acceptable levels of quality.” Each Standard was followed by an Interpretation, usually based on a health care delivery model, which explained how the Standard was to be implemented. The new *Guidelines* make explicit mention of the document’s aspirational nature. Furthermore, each Guideline is followed by an “Illustrative Statement” which provides examples rather than interpretations. In many cases, crucial modifiers such as “in health care settings,” “depending upon the nature and scope of practice,” and “where appropriate and feasible” have been added to Guidelines or Illustrative Statements, in recognition of the fact that they are not uniformly applicable to all settings and situations. The *Guidelines* also now directly note that psychologists who do not work in psychologist-run settings may operate under different constraints than those who do. These changes allow I/O psychologists to use their own good judgment in applying the Guidelines to their professional practice.
2. The 1977 *Standards* put M.A. level psychologists in a subservient role, requiring close supervision by a Ph.D. level psychologist, who was also assigned responsibility and accountability for all work done by the non-doctoral practitioner. The new *Guidelines* require that “persons providing psychological services have education, training, and experience that are appropriate to the functions they perform.” They eliminate from the body of the document many noisome specifications regarding supervision of M.A. psychologists, stating instead that the degree of supervision and evaluation by a Ph.D. should be determined in relation to the nature of the tasks being performed.
3. The 1977 *Standards* was more liberal than the current *Guidelines* in terms of its definition of acceptable training of a Professional Psychologist. The language now contained, however, is very similar to that of the *model State Licensure Act* (see above).
4. The old *Standards* heavily emphasized paperwork and documentation. In some cases this was related to appropriate health care practice; in others, it seemed designed as a substitute for good management practices. The new *Guidelines* acknowledge that alternatives to written protocols exist and may in some cases be acceptable or even preferable.
5. The old *Standards* contained a rather narrow definition of what constituted acceptable continuing education. The new *Guidelines* have a broader and more inclusive list.

APA members should be receiving copies of the new Guidelines. We encourage you to read them.

The SIOP Professional Affairs Committee is now gearing up for meetings with APA that could lead to the elimination of the *I/O Specialty Guidelines*, which we view as mostly unnecessary. We hope to inform SIOP members of the outcome in the next issue of **TIP**.

APA's Centennial: Plans for Celebration

Lynn R. Offerman
George Washington University

APA will be celebrating the 100th anniversary of its founding in 1992, and plans are already underway. An eight-member task force has been appointed to spearhead centennial plans and activities consisting of: **Kenneth B. Clark, Laurel Furumoto, Ernest Hilgard, John A. Popplestone, Mark Rosenweig, Stanley Schneider, Virginia Staudt Sexton, and Max Siegel.** The Task Force held its first meeting in November, 1986, and drafted a number of preliminary ideas and activities. Some of these activities will be year-long, while many others are planned to occur during the 1992 convention in Washington, D.C. Division 14 has been asked to participate in this process by making suggestions for other ideas and/or lending support to some of the ideas already under consideration. The ideas raised by the APA Task Force for our comment include:

1. Letter from the President of the U.S.; perhaps attendance at special convention session by Vice-President
2. Letter from Mayor of Washington, D.C., or attendance at special session.
3. Birthday party—Dinner for convention attendees; black-tie VIP gala
4. Multi-media production, for use at convention and then for rental as a teaching device (slides/video/sound—History of American psychology and APA)
5. Strike a Centennial medal—in different metals
6. Design special Centennial logo
7. Design a special commemorative convention program book
8. Develop a slogan or motto—perhaps have a member contest
9. Make the Centennial the major theme of the 1992 convention

10. Each Journal should have centennial articles—perhaps consider a special Centennial masthead for the 1992 year
11. Special Issues—*AP* and *Monitor*
12. Reception for dignitaries, perhaps at the White House
13. Media coverage—during the entire year, but also during the convention in 1992 (morning news programs, Donahue, etc.). APA Public Information Committee and Division on Media Psychology would be heavily involved.
14. Special Division-sponsored sessions at the convention on Centennial topics—perhaps special symposia which could become a publication
15. For the 1992 convention, suggest that APA invited lecturers be asked to focus on the Centennial
16. Recognize eminent individuals—past presidents, noted laureates, prior gold medal/award winners—for their contributions in some sort of ceremony honoring them
17. Have several dinner/dances simultaneously during convention (somewhat like the simultaneous Inaugural Balls)
18. Outdoor festivities—picnic on the Mall or at a park, tents, perhaps fireworks
19. Arrange for special exhibits during convention—perhaps a part of the Traveling Psychology Exhibition, exhibits at museums and/or galleries. Also ask convention exhibitors to focus on Centennial
20. Design and sell commemorative items (mugs, T-shirts, paperweights, etc.)
21. Seek particular involvement of minorities and women through BEMA and CWP
22. Involve psychologists working in government—contributions of psychology and psychologists
23. Sponsor a fund-raising event during convention
24. Have a special Centennial poster (same design as convention program cover?)
25. Encourage Journal editorial boards to select a few “landmark” articles from their archives and do a special Centennial section or edition
26. Encourage the writing of histories of Psychology Departments, COGDOP, State and Regional Associations

Three other projects are currently under way. The first project is for the development of a Traveling Psychology Exhibition which would travel to various science museums around the U.S. and Canada. Funded by the Sloan Foundation and NSF, the exhibition will be designed to show what psychology is and what psychologists do in as interactive a format as possible. Current plans are to have the exhibition ready for a

1989 opening in the Ontario Science Center in Toronto. A second ongoing project is the Oral Histories Project. The plan is to identify and interview past APA Presidents and Executive Officers, and to have these interviews available on audiotape. The third project is for psychologists to push for the issuance of a Commemorative Postage Stamp honoring the centennial. The Task Force is considering suggesting a William James stamp or a combined portrait of James and G. Stanley Hall. The Task Force will be considering these possibilities at their mid-March 1987 meeting, and will keep us informed about the process involved in gaining approval. The purpose of all of these activities is both to give recognition to what psychology and psychologists have accomplished in the last 100 years, and to make the general public aware of these contributions.

Division 14 has the opportunity to use the occasion of the centennial to highlight the contributions of Industrial and Organizational Psychology in particular. The External Affairs Committee will be coordinating our division's response to this request for input on the suggestions listed above, and we would like input from you. Despite the fact that the centennial is five years away, the Task Force is requesting that suggestions be made in time for their meeting at the next APA. Therefore, your comments should be received by us by August 1, 1987. Send your suggestions and comments to: **Lynn Offerman, Chair, APA Liaison Subcommittee, Department of Psychology, George Washington University, 2125 G Street, N.W., Washington, D.C. 20052.**

Pre-employment Questions About "Illegal Substances" Held to Violate the Fifth Amendment Protection Against Self-Incrimination: "Honesty Testing" on Notice?

James C. Sharf, PhD¹

A recent *Wall Street Journal* article² described the 30% annual growth of an industry dominated by three testing companies that sold 2.5 million pencil and paper "honesty tests" to corporate America last year. Several Society members were quoted in the article including one who having asked the rhetorical "Who in their right mind would admit to stealing?" answered his own question "The answer is: lots of people."

The *WSJ* noted that compared to polygraph testing, "Honesty tests have attracted little attention from civil libertarians, perhaps because a test booklet is less intimidating than an electronic box with sensors and

wires . . . a written honesty test can seem like just more red tape in the job-application process." But more than candor and criterion-related validity is at issue here as the most basic question about Constitutional protection against self-incrimination is brought under the bright light of public scrutiny generated by the controversy surrounding compulsory drug testing.³

Any single federal District Court decision is an unreliable source for extrapolating to broader legal precedents. Notwithstanding, it may be possible to glean what promises to be an issue of interest to Society members in a successful union challenge to mandatory drug testing for certain positions by the U.S. Customs Service⁴. In that case which attracted nationwide attention, a District Court in Louisiana read the Fourth Amendment right of privacy to include the right to refuse to submit to compulsory urine testing holding that "It is unconstitutional for the government to condition public employment on 'consent' to an unreasonable search." But even more to the issue of consequence for Society members was the court's holding that:

"Customs workers are required to fill out a pre-test form stating which medications were taken within the last thirty days and any circumstances where the subject may have been in contact with illegal substances in the last thirty days. This constitutes *involuntary self-incrimination*, which is *forbidden under the Fifth Amendment to the United States Constitution* (emphasis added)."

While the questions singled out in the Customs Service case dealt specifically with "illegal substances," the tension still remains between the extent to which objective, pre-employment questions can probe personal habits and even *personal attitudes about illegal activities* without violating the Fifth Amendment's prohibition against self-incrimination. The likely developments⁵ will be an interesting chapter of employment testing to follow with immediate ramifications for the "honesty testing" industry and likely implications for other self-report classes of information about habits and attitudes gathered in the employment decision making process. Stay tuned!

¹The opinions expressed are those of the author and not necessarily official policy statements.

²Bean, E. (1987). More firms use 'attitude tests' to keep thieves off the payroll. "The Wall Street Journal," February 27, B1.

³Curran, W. (1987) Medical intelligence law-medicine notes: Compulsory drug testing, the legal barriers. "New England Journal of Medicine," 316(6), 318-321.

⁴*National Treasury Employees Union v. Von Raab*, 649 F.Supp 380 (E.D.La 1986).

⁵Field, A. (1987). 'Big brother inc.' may be closer than you thought. *Business Week*, February 9, 84-86.



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Activities of the Test User Qualifications Working Group (TUQWoG)

The Test User Qualifications Working Group of the Joint Committee on Testing Practices held a meeting in Washington, D.C., on October 20 and 21, 1986. TUQWoG is made up of the following persons: **Lorraine D. Eyde, Chair; Valeria Ford; Edmund W. Gordon; Kevin L. Moreland; Robert B. Most; and Gary J. Robertson.** The TUQWoG was formed under the auspices of the American Psychological Association (APA), National Council on Measurement in Education (NCME), and American Educational Research Association (AERA), and includes members of those organizations as well as representatives of test publishers. Present at this meeting were members of APA and NCME; and representatives of the American Occupational Therapy Association; American Association for Counseling and Development (Association for Measurement and Evaluation for Counseling and Development); American Speech-Language-Hearing Association; and the Council for Exceptional Children (Council for Educational Diagnostic Services). Nineteen specialists in various testing areas attended, covering objective and projective personality assessment, interest measurement, tests of separate abilities, educational achievement, neuropsychology, individual and group intelligence testing, developmental testing, and testing the handicapped.

The assessment experts had the opportunity to review critical incidents of test misuse provided by 62 experts in testing. They then rated the qualifications necessary to use 69 frequently used or unusual tests. The rater panel was rating the necessary qualifications of test users to aid the joint effort of APA, AERA, NCME, and test publishers to develop a data-based model test user qualification system. Three trial applications of data collected at the October meeting will be made by individual test publishers. These trial applications will be field tested by test publishers using samples of persons who wish to buy tests. The data also have implications for training in all professions that use tests. A technical manual describing these data will be published for use by testing professionals and test publishers.

A symposium on the results was presented at the National Council on Measurement in Education convention in Washington, D.C., on April 23, 1987. This symposium dealt with the educational implications of the data collected from the rating panel. Another symposium may be held at the August meeting of the APA in New York.

Further background on the project is provided in an *Issues in Scientific Psychology* report, which may be obtained through APA's Office of Scientific Affairs. Address communications to **Dr. Lorraine Eyde, 2400 S. Arlington Ridge Road, Arlington, VA 22202.**

Undergraduate Programs in I/O Psychology: A Response to Peters

Ronald G. Downey, Patrick A. Knight, and Frank E. Saal
Kansas State University

Peters (1985) reported in **TIP** on a survey about undergraduate programs in I/O psychology. The purpose of this article is to respond to the issues he raised, the concerns he voiced, and the conclusions he reached in his article. Kansas State University has had an undergraduate I/O program for ten years. Two of the other programs cited in the Peters' article were initiated by former Kansas State University students. We at Kansas State University, therefore, have something of a vested interest in these issues, concerns, and conclusions.

Peters drew three major conclusions from the results of his survey: (1) "few colleges and universities offer undergraduate I/O specialties"; (2) "there is not a vast fund of experience to rely on associated with undergraduate I/O programs"; and (3) "with few exceptions, the identified undergraduate programs were joint programs with business schools." He further recommended that efforts to administer such programs be made with an eye towards evaluation of the programs' goals. We shall discuss these points, and their associated arguments. We shall also briefly describe the program here at KSU, and some of our efforts to evaluate its outcomes.

Peters suggested that "there may be few undergraduate programs in I/O because there should be few." He supported this view by noting that over half of all psychology majors go on to graduate school (Glickman, 1985), and that our specialty therefore requires graduate training. He may be citing history, but his conclusion is debatable.

There can be little argument that, historically, undergraduate psychology programs have viewed their educational mission as one of preparing students for further study at the graduate level. Students who were uninterested, unable, or unqualified to attend graduate school often found themselves in the position of seeking a job with a BA/BS degree, competing with other liberal arts students or graduates of specialized

degree programs (e.g., business). For many of these students, their psychological interests and skills were of little or no help in obtaining a position; and more often than not, their interests and skills in psychology were not directly used in their jobs. Typically, psychology has not assumed responsibility for these students not "making it." Perhaps it is time, however, for us to shoulder some of the responsibility.

There are rarely any attempts made to screen students at the undergraduate level in terms of their *potential* for graduate work, even in the face of overwhelming evidence that many are not (and will not be) capable of graduate work. Further, we are selling ourselves short when we assume that psychology's knowledge base and orientation are not suitable for preparing students for positions other than those traditionally filled by master's and doctoral level people.

Peters discovered that undergraduate programs in I/O psychology are new and somewhat rare. This is no reason to assume, however, that these programs may not be needed. Peters' recommendation that we conduct needs assessments for students graduating from I/O undergraduate programs sounds sensible. It may, however, be a potentially narrow and short-sighted view, since it is based on an assumption that we are preparing students to perform certain well defined and rigidly prescribed jobs. We believe that students' best interests are better served by preparing them for a wider range of jobs that can benefit both from the perspectives and methods of I/O psychology and from the general liberal arts approach. There is a need in our society for undergraduate liberal arts students, with their broad educational background, who are prepared to assume a broad class of job responsibilities. We think that I/O psychology can and should assume the responsibility for developing programs to contribute to this task.

While we would be the first to agree that there is only a limited body of knowledge about undergraduate I/O programs, this, in and of itself, is *not* a sufficient reason for not starting a program. A knowledge base for undergraduate programs will only be developed as programs are started, completed and evaluated. Someone must be the first to try.

Peters' last conclusion was that the identified undergraduate programs were, with a few exceptions, joint programs with business schools. A review of the institutions that reported on undergraduate program suggests that most may have only a limited number of I/O psychologists (usually one) on their faculty. Therefore, the joint nature of their programs may be due to limited departmental resources (faculty to teach needed courses), rather than a firm belief in the value of such hybrid programs. With a sufficient number of faculty, such as is the case here at Kansas State University, the decision to institute such a joint program can be more philosophical and less pragmatic.

At Kansas State University we have developed in addition to our graduate programs in I/O, an undergraduate option in I/O psychology. This option includes five major requirements:

1. All the requirements for the BA/BS in psychology;
2. Supplemental courses in psychology, such as psychological testing and industrial/organizational psychology;
3. Other supplemental courses in fields such as business and computer science;
4. A year-long lab in industrial/organizational psychology; and
5. An internship of at least 3 months duration in a human resource management office.

The laboratory and the internship are the two linch pins of the program. Normally the laboratory is taken during the junior or senior year, and the internship during the following summer (sometimes following graduation).

The industrial/organizational laboratory is, we think, a rather unique course. In addition to working on structured exercises, students in the class contract with individuals in a local company, business, or agency to work on a personnel problem the organization has identified. Although the specific applied problem the class works on is limited in scope (e.g., develop job descriptions for a class of positions), students are required to perform a full range of personnel functions over the one-year period. These include activities pertaining to job analysis, job descriptions, application blanks, interviewing, selection tests, training, performance appraisal, and compensation. As a group, students are required to develop materials for the specific organization/issue they are studying; they write a "manager's report" to the participating organization on an individual basis.

The second key element is the internship. To complete the I/O option, students are required to serve an internship of at least three months duration in a human resource management office. The majority of the students complete this requirement during the summer. Sites for these internships have been varied and scattered throughout the state of Kansas and in the Kansas City metropolitan area. These sites represent both large and small, public and private organizations. Interns have been required to perform a variety of functions including: conducting job analyses, writing job descriptions, interviewing, writing procedure manuals and employee handbooks, serving as statistical aides, etc. Typically, slightly fewer than 80% of the students in each year's lab complete an internship. Of the remaining, 10% are not recommended for an internship, and 10% do not seek an internship (e.g., they immediately obtain a job upon graduation).

We recently completed a survey of the 43 students who completed the program during its first eight years of operation. Out of the 36 graduates who responded, 83.3% were in a "professional" position (requiring a BA/BS) and 71.9% were in a human resource management position. The median salary (excluding part-time positions) was \$23,000, ranging from \$31,000 for a graduate of the first class to \$17,000 for a recent graduate. Position titles included personnel director, personnel administrator, training specialist, seminar manager, personnel representative, interviewer, human resource technician, sales manager, merchandiser, personnel assistant, graduate student, etc. Graduates of the program are employed throughout the continental U.S. These results suggest that positions exist for these graduates, and that they are capable of obtaining and succeeding in these positions. The informal comments from the responding graduates imply that the program at Kansas State University was a major factor in their accomplishments. Most also reported being satisfied with their positions.

Contrary to the conclusions reached by Peters (1985), our experiences at Kansas State University suggest that there is a need for undergraduate programs in industrial/organizational psychology. Students are interested in the program and in the field, and find meaningful and gainful employment that is compatible with their interests. Perhaps it is time for us to shift our focus from an exclusively graduate orientation, and to develop and refine undergraduate approaches to education in I/O psychology. If the knowledge industrial/organizational psychology generates is as valuable as most of us believe, it is time for us to give it away to all who might benefit from it. One way to do this is to educate and train undergraduate students who will work in the human resource management field using the concepts and methods we have and are developing. Of course, we explain to our undergraduate students that our option in I/O psychology will *NOT* prepare them to be professional psychologists, and that they cannot ethically or, depending on state law, legally use the title of psychologist. We have become convinced, however, that our undergraduate industrial/organizational option can play a useful role in students' preparation for a wide range of job opportunities and careers.

REFERENCES

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Organizational Psychology in Australia

W. S. Mueller

Western Australia Institute of Technology

The controlling body in the Australian Psychological Society (APS) is a Council consisting mainly of representatives of branches from all parts of Australia as well as one representative from each of its two Divisions, the Division of Scientific Affairs and the Division of Professional Affairs. The Board of Organizational Psychologists is one of several member Boards of the Division of Professional Affairs. Sections of the Board exist in most States. Current membership is about 240.

Organizational psychology has a considerable amount to offer in the development of policies and decision-making about workplace issues in both public and private organizations. Unfortunately, it suffers from a very low profile in Australia. The numerous changes that are occurring in the workplace in the 80's are being little influenced by people with an organizational psychology perspective.

Consequently, the Organizational Psychology Board Committee has decided on visibility as its primary objective for the immediate future. This includes visibility at different levels: (a) among its own members, (b) among other professional groups with interests that overlap with ours, (c) among 'clients' within government and private organizations, (d) on committees of inquiry at State and National levels, and (e) among interested nonmembers.

Our success will be measured not only by the amount of interest in our activities we generate among psychologists and non-psychologists alike, but ultimately by the amount of influence we have on various policy-making bodies. Our long-term goal is to go beyond visibility to consider ways of increasing our influence on decision-making and policy-making in the workplace (at local and national levels) on quality of working life issues.

Workplace Issues in Australia

In the last two or three years, a number of initiatives have been undertaken at both government and private industry level that are of interest to organizational psychologists. These initiatives have direct job market implications. Some of these are as follows:

1. **Multi-skilling.** At the private industry level, the unions are softening their stance on multi-skilling since it is virtually the only way to gain wage increases under the existing Accord (a Federal Government

policy which restricts all wage rises to cost-of-living-index increases, unless work value cases can show an increase in the level or extent of skills required on the job). Within the public sector (at least in Western Australia), multi-skilling is seen as a way of assisting the decentralization of a strongly hierarchical organizational structure and to increase flexibility amongst personnel at the lower levels of departments. The process has just begun and is likely to take many years. Of course, a change in government could easily reverse the process.

2. **Industrial democracy.** There has been a resurgence of interest in the topic since the Federal Labor Government assumed power in 1983. One policy that is already in place (even if in name only in most instances) is a requirement for all federal government departments to adopt and implement measures to increase employee participation in various aspects of the department's work. To encourage a similar initiative amongst State Government authorities, union organizations and private industry, the Department of Employment and Industrial Relations has been sponsoring industrial democracy programmes and research. Although the industrial democracy movement was very strong in the early 1970s, lack of union input, among other factors, led to its demise. This time, the unions are playing a much more active, yet sobering role. The biggest problem with the initiatives at the moment is the inadequate numbers of personnel with the necessary skills (both in-house and among consultants).
3. **New technology.** One lesson learned from the industrial democracy initiatives of the 1970s is that employee participation is more effective if it is issue-based. In the 1980s, one of the most important items on the union agenda is new technology and it is being used in many organizations as the vehicle through which industrial democracy is being attempted. Apart from that issue, it is becoming clear to everyone that the human resources planning aspect of new technology is being overlooked and the consequences are burdensome to say the least. I know that there are some organizations who cannot find staff for highly paid positions to handle the human aspects of the applications of new technology.
4. **Occupational health and safety.** This has been the top item on the agenda for some time. In the context of office automation, repetitive strain injury (RSI) has kept it firmly at the top of the agenda for white-collar unions. A number of commissions of enquiry have been set up to examine causes of the 'disease' and recommend preventative measures. Apart from physiological and ergonomic explanations, organizational factors have recently come to assume a considerable amount of importance. The RSI issue is a blessing in disguise, because one view is that more RSI symptoms are reported in organizations

following Taylorist types of work practice; since the worker's compensation bill is mounting dramatically, particularly as the RSI issue is well publicized in Australia, the organizations concerned may have to adopt more flexible working arrangements.

5. **Unemployment.** An enormous number of youth programs are in operation to deal with the unemployment problem. Youth programs in particular are high on the government agenda. Many government programs undergo formal evaluation procedures. There is consequently a heavy demand for personnel who can conduct politically sensitive evaluations, both in-house and from outside the organization.

Employment Prospects

The prospects in Australia for well-qualified, experienced organizational psychologists seem to be quite promising at the moment. There is a strong demand for human resource personnel at all levels in industry and, increasingly, in the public service. Apart from the traditional demand for testing and selection skills, there is now a more urgent demand for people, skilled in industrial relations, job redesign, organization design and change, staff development, training at all levels, evaluation, and human resource planning as an integral part of corporate planning.

A Consultant's View of Being a Consultant Part I

Dan S. Cohen
GLENFED Financial Corporation

How often do we think about being a consultant. After all, we're certain that we could open an office, charge at least \$800 or more a day, and have clients calling us before the close of business on our first day of operation. Sounds naive, maybe but maybe not. In order to provide our Society with a better idea of how one becomes a consultant, what a consultant does, and how one prepares to become a consultant, the Professional Affairs Committee* contacted several active consultants and asked them to tell their story. In this and several future issues of **TIP** we will share the consultants' perceptions of being a consultant.

We wish to thank our consultants—**Pete Bradshaw**, Organization Consultants, Inc.; **David D. Robinson**, David D. Robinson Ph.D.; **Michael R. Cooper**, Strategic Management Associates, Hay Group, Inc.; and **Daniel E. Lupton**, Towers, Perrin, Foster and Crosby, Inc.

*This project was initiated while Manny London chaired the Professional Affairs Committee. Special thanks to Tom Hilton for his assistance on this project.

ORGANIZATION CONSULTANTS, INC. **Private Firm I/O Consulting, Nationwide** **(Consulting Context)**

Author's Name: **Howard H. Bradshaw**
Age: **48** Firm: **Organization Consultants, Inc.**
Job Title: **President** Years in Position **14**
Highest Degree: **BA** Year Granted: **1958**

Most course requirements met for doctorate.

Field of Study: Experimental psychology both undergraduate and post graduate

Career Description

After twelve years working in large companies, I simply couldn't find a position that encompassed both the content and context of what I wanted given my entrepreneurial family background. As a result, I abandoned caution (some said reason), visited a friendly banker, and set out to create one. That was fourteen years ago, and now I am running a successful consulting firm.

My undergraduate years at Yale brought me into contact both with the subject matter of psychology and with a marvelous group of people in the field. Unlike some academic psychologists, the Yale psychology faculty did not deprecate business, and thought it an entirely appropriate venue for research and the useful application of psychological principles.

At that time, though, I had a more traditional research career in mind and so went to Duke for most of the course work required for the doctorate. Neither Yale nor Duke had an I/O program in the late 1950's, and the academic high hurdles became progressively less appealing. Increasingly, the attraction for me was to see how psychology could be made more useful in real organizations.

A chance encounter with a senior executive of the Western Electric Company led to a job offer as a psychological research associate. I became a member of an intellectually exciting team of engineers and

psychologists formed to study the contribution, or otherwise, of production workers to missile system reliability. It was from men like Tom Bentson and Bill Dixon (of Hawthorne Studies fame) who ran the project that I learned much about practical I/O research and even more about the ways of business organizations.

A promotion to New York Corporate headquarters as supervisor of personnel research took me to many of the company's facilities around the country. Mostly I validated tests, guided some aspects of the project outlined above, taught some management programs and began to learn something more about leadership and power. Especially power. It was a position that required frequent high level contact and persuasion, often in union environments.

Somehow, upper management decided that I might be suited for senior level, general management some day. So began five, fast track years of location transfers, eight or nine entirely different management positions, and a couple of promotions. I initially knew nothing whatever about most of these positions which included supervising a merchandise organization, an engineering liaison group, and a large (union) production function to name just three. There was, though, one tour of managing a large plant personnel department for a while. Those Western Electric years were an exciting, sometimes scary, and altogether invaluable apprenticeship. Because my background to that point had clearly not prepared me for either the technology or specific job skills involved, there was no alternative but to rely on whatever I had learned about group behavior, motivation, personality, and communication, for examples. It was usually enough.

Such extraordinarily rapid movement couldn't continue; sooner or later fast movers usually come to rest for a while to let age catch up with position level or experience. Because I was the youngest person to hold a second level post up to that time, there was considerable likelihood of spending some years in a single position somewhere. For that reason the blandishments of a recruiting firm were attractive. It was also time to move back closer to my intellectual roots in some sort of personnel management role; the offered position and location were right for me at that time.

This new position was as personnel manager for a large manufacturing and marketing company's group offices and laboratories. I had as teachers some extraordinary executives who showed me how a sophisticated and influential personnel unit should function. Handling this role taught me still more about labor relations, something about compensation practices, employee recruitment, benefits, organization structure, and a lot more.

As exposure to the organization and its executives developed, it in-

creasingly seemed to me that the complex, multi-plant division needed and would support a fully professional, internal consulting and management development function to apply a range of psychological principles and methodologies. After a number of presentations to senior line executives, the idea was accepted, and I was appointed to establish and manage the newly created behavioral science consulting function. We staffed and began offering a variety of management and organization improvement services and programs to the division's offices, laboratories, and several large manufacturing plants. I suspect that my broad industrial experience gave us the initial credibility with line managers that we needed and only later earned.

It was immediately clear that line managers would have to trust our judgment, competence, and discretion if the new function was to survive at all. Our ability to accomplish anything was dependent on being viewed as professionals with a legitimate role in supporting business objectives.

That role came to include regular, intense counsel with senior executives and knowledge of their plans, styles, strengths, and concerns. The consulting department, unfortunately, did not report to the president as did our clientele, but rather to a very traditional personnel vice president. In turn, that vice president had a strong, dotted-line reporting relationship to both a group and a corporate vice president.

In retrospect, we accomplished the trust and credibility building parts of our job perhaps too well given the reporting structure. Some personnel executives came to view our emerging consulting function as a significant threat. In other words, the consulting group became too trusted and influential with line executives for comfort and the political 'tea leaves' became increasingly easy to read. Over the years, many other companies have established similar internal I/O consulting functions. In most cases, it seems that sooner or later they are disabled or eliminated by internal politics.

I attempted, finally, to set up the consulting department as a wholly owned subsidiary because we were convinced it could be a viable business enterprise on its own and would be more immune to dysfunctional internal politics. This proposal was not approved by the top corporate officials, though it was vigorously supported by division line executives. The spin-off effort probably added still more fuel to the political fires. As a result, an associate and I decided in early 1972 that we would open our own consulting firm and call it Organization Consultants, Inc. (OCI).

After setting up shop, we made some early decisions that in retrospect were sounder than we knew. For instance, our marketing was to be targeted to presidents, owners, CEOs and COOs: not to traditional personnel executives. Now, many years later, our clients are usually senior line people.

For another example, we decided to individually research and develop virtually all programs, materials, and services to meet the needs of each specific client. Even today, we use no off-the-shelf packages, purchased modules, or canned methodologies. I am convinced this substantial investment yields a superior result. We also decided to concentrate our effort in I/O consulting and to resist the lure of broadening our services into other, marginally related areas.

There were other early decisions that we constantly review; for the most part, they have served the firm well. For instance, the typical management consulting firm has a few senior practitioners and a much greater number of juniors and beginners. At OCI we reverse the proportions. As another example, we decided that since our primary assets are talented, trained people, we should reward employees by providing an outstanding remuneration package including opportunity for stock ownership in the firm, a complete benefit plan, a bonus program and a base salary rather than a commission arrangement.

Traits, Values and Training

Regardless of one's particular psychological sub-discipline, I believe that solid quantitative skills are fundamental success factors in consulting. Businesses measure all kinds of things and then interrelate the results in an enormous variety of apparently arcane ways. A consultant, especially an I/O consultant, must quickly understand and get behind the numbers and indices to the gristle and bone of the organization. A data-based orientation is absolutely essential both to understand the situation and to achieve credibility with managers and executives.

I've learned a fair amount about both accounting and finance over the years, but wish there had been a few formal courses early on. Any aspiring I/O consultant should have a solid grounding in experimental design, statistics, economics, and accounting in addition to any other required course work. In addition, we have repeatedly found that even as little as two years of actual business experience helps a new staff member greatly because clients quickly assess whether a consultant has an appreciation for the difficulties inherent in implementing a project and react to the consultant's advice accordingly.

Most of us probably believe that our personal presentation, written efforts, and oral skills are much better than they are. All three are critical success factors; all three can and should be deliberately improved. In my experience, there is little in most academic programs that helps very much. I have personally worked hard on improving all three over the years with some positive results.

Leaving the highly paid security of a large organization to establish one's own practice is not for everyone. The failure rate of newly established management consultancies is staggering. I've seen, and

believe, estimates of a 90-95 percent failure rate in the first year alone. Don't try it to *run from* anything; do it only to *create* your own vision.

If you have a clear image of what you want to build and a high tolerance for loneliness, risk and ambiguity, put it all on the line and be a consultant. Even if you fail, you win. The lessons you learn, the contacts you make, and the experience you gain will be enormously valuable. Some of our most senior and accomplished staff members did not succeed as solo I/O practitioners, but all are far stronger consultants because of the experience.

I'm not at all sure why this firm was successful almost from the start when so many fail. There are, though, four values that are a part of our corporate culture and help to explain whatever success we've had, even though they sound bromidic: Persistence, Value, Service and Discretion.

Persistence is a key to success in consulting: persistence in marketing, in providing consistently superior service, in getting financing, searching for the best staff, and so forth. Persistence is especially critical (and difficult) when there's little work, staff to be paid, and no receivables in sight. Persistence means working very long hours to meet a commitment; it means attending to the details that separate the best in any field from everyone else; and it means continuing to make contacts and develop new clients in the face of disinterest and even outright rejection.

Then there is *Value*; specifically, value added in the opinion of a demanding, check approving executive. With only rare exceptions, if we cannot realistically see how we can add demonstrable value, we don't accept the assignment. As I see it, this is not only an ethical position, it is sound business. We live on repeat business—assignments we will not get if we don't add value.

There is no substitute for a genuine, visible commitment to *Service*. A lot of companies trumpet a service commitment, but savvy business clients know very quickly if you mean it. Service means top quality work that is delivered on time at the agreed price which meets the standard of significant value added. For OCI, service also means spending time on the phone helping an existing client whenever we're needed, usually without extra charge. It means always providing a little more than contracted for or expected.

Discretion means actively safeguarding all client-related data. It means that we will not accept work from competing organizations even if the assignments are wholly dissimilar. We do not, for another example, identify even the *kind* of work we might be performing for a specific client.

Discretion also means exercising great care about what we say to client personnel. This can be difficult because we usually have an enormous amount of sensitive information about any client system and it is terribly easy to 'let something slip.'

We don't always live up to these four values, but we try; and I'm

gratified that they are the characteristics clients most often use in describing the firm.

Organization Description

Not much can be said about the structure of OCI because it has a very simple form. We organize around assignments or projects most of which involve several staff members and each of which is guided by a project manager. Thus, any of us may be managing one project while working as a member of two or three other project teams. Because we are small, with a full-time staff of nine, we use part-time academic people or solo consultants on some projects. We have also used summer interns, again for specific projects.

It is worth noting again that most management consulting firms are organized around a few senior consultants and a large percentage of quite junior people. OCI is structured exactly the reverse with a planned 80 percent of staff very senior and fully capable of managing large projects. The usual pyramid is inverted which, we think, produces a better result for clients and better training for our less experienced people.

Professional Activities

My particular role at OCI has three primary components. At any one time, one or another may receive my total attention; but over a year they are, probably, equally important.

Manage the Firm

To begin with, I manage the firm as a business entity, and perform the specific duties you would expect of any company president. I worry about payables and receivables, watch over the firm's benefit plans and its investments, get involved in major purchases, deal with our lawyers and accountants, and so on. This set of responsibilities means that I must study and try to comprehend tax laws, insurance provisions, acquisition methodologies, investment alternatives, and much more.

On occasion, staffing (i.e., recruiting) and internal personnel matters require considerable time, as do such matters as acquiring additional office space or other resources. Moreover, long-range planning, strategic thinking, and environmental scanning are major concerns as well.

While those staff members involved in each particular assignment are primarily responsible and accountable, I am personally involved in staffing, planning, and reviewing virtually every project.

Perform as a Consultant

Second, like everyone else on staff, I perform as a management consultant. Essentially, the consulting role means that I manage client engagements. As a practical matter, other staff members are assigned to my projects largely for training purposes.

While others on staff could clearly handle many of these engagements at least as well as I, there are some clients who simply demand that the "head man" handle their work and there are others with whom the personal chemistry is especially strong. For the most part, I personally work with senior level executives, CEO's, COO's, and owners. Others in the firm tend to concentrate their work at other levels and also in particular disciplines or functions such as MIS or finance.

Consultants at OCI are expected to try to remain substantially current with what is happening in I/O psychology, broadly defined. All of us read a lot in our field, visit universities, and attend professional meetings. Beyond this, OCI people must commit substantial time to studying particular industries and businesses.

Market the Firm

Whether because of avoidance by everyone else or some reasonable success, I'm not sure, but the marketing function is a major part of my role. Let me say right now that I know virtually nothing about marketing in any formal sense. The following is a telegraphic listing of activities that serve a marketing purpose although some, such as writing books and papers, are not done for that reason.

- Making dozens of contacts via phone calls and letters, every month, to senior level executives I know; making personal visits whenever possible.
- Directing the design and preparation of company letterheads, ads, brochures and notebooks, to name four.
- Writing published articles (probably 15 or 20) and two books.
- Seeing to the firm's memberships and listings in appropriate professional organizations and directories.
- Responding to a wide variety of unsolicited inquiries.
- Keeping up with what other firms are doing and charging for their services.

OCI is a human resource consulting firm and provides the following services:

- We design and conduct a variety of individually developed seminars for first level supervisors, managers, and senior executives. These range in length from two-day to nine-day, live-in programs of many different kinds.
- The firm handles a good many full scale organization/personnel assessments and audits using custom developed surveys and other methodologies; we customarily advance a variety of improvement suggestions and often help in the implementation phase, as well.
- OCI is often asked to thoroughly analyze a division, group or com-

pany, and to recommend more effective staffing, structures, and strategies to meet organization goals.

—With some frequency, we are retained to study existing human resource related systems, policies, practices, and procedures, and to develop improvements that better support business objectives.

On occasion, these and other approaches are combined in an extensive organization change process when an organization's fundamental culture requires significant realignment. Typically, such broad-scale assignments extend over several years and may actively involve constituencies such as union leadership or suppliers in addition to client company personnel.

The Board of Convention Affairs of APA would like each person with a disability who is planning to attend the Convention in New York, New York, August 28—September 1, 1987, to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form will appear in the April through June issues of the *American Psychologist*. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who require interpreting services.

PLACE YOUR ORDER NOW FOR I/O FRONTIERS

We are making it extra easy for you to order your copy of the first volume in the Society's FRONTIERS series, by inserting an order card in this issue of TIP. The book is entitled *Career Development in Organizations* and comprises chapters contributed by an all-star cast under the editorship of Douglas T. Hall.

If you have not yet ordered your copy, why not send in the card right now. Or, if you do have a copy, how about giving the card to a colleague who is not a Society member.

IOTAS

James L. Farr

Yes, we have a new name for the old **TIPBITS** column. IOTAS is the winner of the contest I announced in the last issue. Thanks to all those who entered (it does indicate that at least a few people do read what I write) and to **Ben Schneider** who suggested that it was time for a name change. Ben did not win the contest, however; the winner is **Steven Ashworth** at PDRI in Minneapolis. He is now the proud owner of the contest's first and only prize, an official Penn State national football championship t-shirt! By the way, IOTAS is an acronym for I/O Transfers, Activities, and Social Events and does not imply that the items herein are minutiae.

Well, on to the IOTAS for this issue. **Kathryn Kelley** announces that **George Alliger** has joined the faculty at SUNY, Albany. **Martin Greller** has opened a consulting company, Personnel Strategies, Inc., in Watchung, NJ. Also on the consulting front, **Jack Wiley**, formerly with Control Data Business Advisors, has formed Gantz-Wiley Research Consulting Group in Minneapolis and has acquired the Employee Survey and Customer Satisfaction Survey product lines from Control Data Business Advisors.

Bill Fox, author of the recently-published *Effective Group Problem Solving*, is off to Oslo to discuss nominal group techniques at the International Einar Thorsud Memorial Symposium and Workshop.

I/O psychologists in the Atlanta area have formed the Atlanta Society of Applied Psychology. Officers are **Michael York**, President; **Patrick Devine**, Treasurer; **Peter Uher**, Director of Programs; and **Donna Sylvan**, Director of Membership, who can be contacted for more information about membership at Southern Company Services, 64 Perimeter Center East, NE, Atlanta, GA 30346, 404/668-3309.

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 (319-335-0953).

Staffing a New Facility

by Tom Ramsay
Human Resources Psychologist

In staffing a new facility there are often many important variables which directly affect the selection strategy. Present employees may have first consideration for the new jobs. New technology may demand skills and abilities not found in the local labor market. Labor agreements may necessitate approval by union representatives before the selections begin.

In a recent joint venture using Japanese technology and American facilities and management, we developed this strategy for staffing:

- Early notice and inclusion of labor union representatives.
- Assistance in notification, recruitment and orientation by local employment service office.
- Preliminary testing by state employment service.
- Orientation for individuals concerning jobs, philosophy, attitudes, and team approach in the new facility.
- Development of work history evaluation systems.
- Self-selected testing for jobs in
 - Process Technology
 - Production & Maintenance Technology
 - Electronics & Instrumentation Technology
- Final selection consultation.
- Technical report of content-related validation strategy.

This highly successful new facility start-up was greatly attributable to the enthusiasm and efforts of the team members, but the presence of the best qualified candidates helped to ensure that their efforts were not limited by the capabilities of the new team members.

Ramsay Corporation can conduct activities or develop methods to enable the best combination of internal and external expertise to meet the special needs of your circumstances, individuals, and technology.

RAMSAY CORPORATION

Boyce Station Offices
1050 Boyce Road
Pittsburgh, PA 15241-3907
(412) 257-0732

Second Annual Industrial/Organizational Psychology Doctoral Student Consortium

Thursday, August 27, 1987

On the day before the start of the annual APA Convention in New York, NY, the Society (Division 14) will sponsor its Doctoral Student Consortium. The Consortium is intended for outstanding graduate students in I/O and OB who have completed most of their doctoral coursework.

This conference provides a unique opportunity for graduate students to attend presentations on the latest research trends and to network with other students.

Featured speakers and presentations include:

Sheldon Zedeck (University of California at Berkeley) "Combining Management and Personality Assessments"

Linda Gottfredson (Johns Hopkins University) "Problems of Promoting Performance in a Pluralistic Society."

Paul Muchinsky (Iowa State University), **Lawrence Hanser** (Army Research Institute), and **Michael Mount** (University of Iowa) "Academia or Industry? An Evaluation of our Personal Interests, Values, and Motives in Making a Career Choice."

Richard Guzzo (New York University) "Good Organizations Commitment and Work in Idealist Settings."

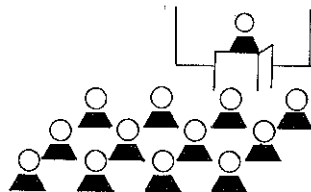
Gerald Barrett (The University of Akron) "Current Legal Issues."

Participation will be limited to 60 students. To apply for consideration, students should complete a nomination form including appropriate faculty signatures. Faculty members are also encouraged to nominate students. Nomination forms must be received by June 15, 1987. There will be a registration fee of \$15 for the conference.

Nomination forms may be obtained from:

Dennis Doverspike
I/O Doctoral Student Consortium
Department of Psychology
The University of Akron
Akron, OH 44325

Meetings



INTERNATIONAL P&HRM CONFERENCE

National University of Singapore

December 14-17, 1987

First of a planned series of biennial or triennial conferences on International Personnel and Human Resources Management to be held at selected global sites.

Members of the Society are invited to submit papers to the conference which provide a comparative (international/cross-cultural) perspective to topics and conceptual or methodological issues in—or closely related to—the field of P&HRM.

Inquiries and papers in triplicate of 25-40 pages in length should be forwarded to either:

Ken Rowland
University of Illinois
1206 South Sixth Street
Champaign, IL 61820
(217) 333-4518 or 4547

or

Jerry Ferris
Department of Management
Texas A&M University
College Station, TX 77843
(409) 845-4839

Deadline for the receipt of papers is September 1, 1987. Papers will be reviewed by October 1, and author(s) will be notified of acceptance, need for revision, or rejection by October 15.

Papers presented at this conference, as well as relevant conference notes, will be published by JAI Press as a *Supplement* to the annual series on *Research in Personnel and Human Resources Management*.

Estimated registration fee for the conference is \$200 (U.S.), to include double-occupancy room and board arranged through the National University of Singapore.

INFORMATION ON MAJOR INTERNATIONAL MEETINGS AVAILABLE FROM APA INTERNATIONAL AFFAIRS OFFICE

Circulars describing three important international meetings in psychology are available from the APA International Affairs Office. The meetings are: the XXI Interamerican Congress of Psychology, Havana, Cuba, June 28-July 3, 1987, the XXIV International Congress of Psychology, Sydney, Australia, August 28-September 3, 1988; and the 22nd International Congress of Applied Psychology, Kyoto, Japan, July 22-27, 1990. A special memorandum on U.S. government regulations applicable to travel in Cuba by U.S. citizens is available to those interested in the Havana meeting.

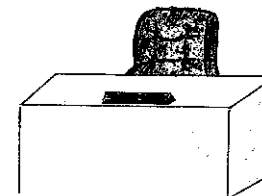
Write the International Affairs Office at APA, 1200 Seventeenth Street, NW, Washington, DC 20036, or call Steven Kennedy or Barry Boyce at (202) 955-7685.

SEVENTH O.D. WORLD CONGRESS CHANGED

Originally scheduled for Poland, the Seventh O.D. World Congress has been moved to a river boat on the Volga River in the U.S.S.R. and will occur September 10-13, 1987. For more information, contact: Donald W. Cole, Organization Development Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026.

Positions Available

Michael Mount



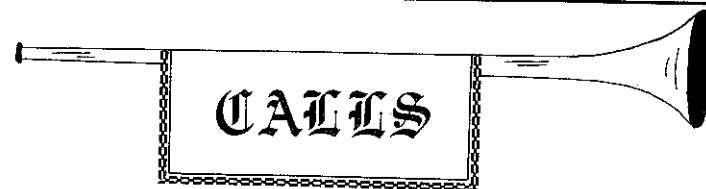
Senior Personnel Research Consultant. Bank of America has an immediate opening for a Personnel Research Consultant. Responsibilities include conducting validation studies of tests used in employment selection, promotion and training decisions. The candidate will also conduct strategic human resource studies on issues that affect employee performance, productivity and morale. In addition, the individual will provide technical assistance, statistical analysis expertise, support, and consulting services to divisions/departments in the area of tests, surveys, needs analysis, and program evaluation. The ideal candidate will have a Ph.D. or equivalent work experience. Experience needed in statistics and

research methodology applicable to test validation and survey construction. In addition to strong analytical and problem-solving skills, the candidate must have strong interpersonal communication and writing skills. Effective planning and results-oriented project management skills are required. If you are interested, please send your resume to: **Nancy Rotchford; Manager, Personnel Research; Bank of America; P.O. Box 37000, Department #3004, San Francisco, CA 94137.** An Equal Opportunity/Affirmative Action Employer.

Department Chair. Rollins College is seeking a creative individual to play a leadership role in developing an innovative Business Studies component of a strong undergraduate liberal arts curriculum. Required: Ph.D. in a field of business or related social science, proven teaching record and excellent interpersonal skills. This is a tenure-track position but we will consider a visiting appointment for a senior or emeritus faculty member. Screening of applicants will begin on April 17, 1987. Application letter, current vita and three reference letters should be sent to: **Joan Straumanis, Dean of the Faculty, Rollins College, Box 2749, Winter Park, FL 32789.** Rollins College is a 101-year-old very selective co-educational residential college in the Orlando area of central Florida, with a history of commitment to excellence in the teaching of the liberal arts. Rollins includes an undergraduate college enrolling about 1400 students, graduate programs in education and counseling, a School of Continuing Education, and the Crummer School, an AACSB accredited graduate school of business. Rollins College is an Equal Opportunity/Affirmative Action Employer.

WRITTEN A GOOD BOOK LATELY?

Encourage your publisher to advertise your masterpiece in **TIP!** Advertising rates and additional information appear on the last page of this issue. This is an excellent way for you to support the Society while enhancing your royalties!



Personnel Psychology Article Database

In addition to the Journal of Applied Psychology database described in the last issue of **TIP**, a 1980 to 1986 Personnel Psychology database of articles categorized by Title, Author(s), Citation, Content, and Method keywords is now also available. The database is stored on one 360kb diskette suitable for use with Professional File, PFS File, or IBM Filing Assistant. For more information, contact: **Hubert S. Feild, Department of Management, Auburn University, Auburn, AL 36849.**

Manuscripts Wanted

Applied Psychology: An International Review is accepting manuscripts in all areas of applied psychology. It is the official journal of the International Association of Applied Psychology. The journal has an international editorial board covering all areas of applied psychology (assessment, clinical, community, economic, educational, environmental, gerontology, health, instructional, national development, organizational, school, etc.). Manuscripts should be sent to:

Prof. Dr. Bernhard Wilpert
Technische Universität Berlin
Institut für Psychologie
Dovestrasse 1-5
1000 Berlin 10
Federal Republic of Germany

Commodore 64 Tape Software Wanted

Some fellow psychologists in Romania have access to a Commodore 64 system with a cassette tape drive for doing data analysis. This is the only personal computer that they have access to. Unfortunately, they cannot obtain any tape software to go with the system. If any readers have Commodore cassette programs that would be of value to them and would be willing to donate them to our Romanian colleagues, please send the tapes to:

Frank Landy
Department of Psychology
Penn State University
University Park, PA 16802

In addition to the tapes, documentation for those tapes (program descriptions, etc.) or books with programs in them amenable to the Commodore 64 tape drive system would also be helpful.

GRADUATE INFORMATION EXCHANGE

To provide a means of communication, and to inform graduate students and programs of the activities undertaken in other programs, **TIP** is creating a new section entitled: "Graduate Information Exchange."

Please participate in this endeavor by sending a brief summary of graduate student or program activities or projects that are going on in your department. These summaries should be sent to:

Paula Singleton
Department of Psychology
2007 Percival Stern Hall
Tulane University
New Orleans, LA 70118

Self-Nomination Form Standing Committees, 1987-1988

Society for Industrial and Organizational Psychology

If you are interested in serving on a standing committee of the Society for the 1987-1988 period, please complete this form (or a copy of it) and mail it to Eugene F. Stone, Chair, Committee on Committees, Society for Industrial and Organizational Psychology, Department of Psychology, Bowling Green State University, Bowling Green, Ohio 43403-0228.

Name: _____
Last First Middle

Mailing Address: _____

Job Title: _____

Educational data:

Highest earned degree: _____ Year granted: _____

Educational Institution: _____

Society status:

[] Associate [] Member [] Fellow

Committee preferences:

If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most preferred committee assignments. Note, however, that you need not provide these ranks if you are indifferent about committee placement.

- | | |
|--|--|
| <input type="checkbox"/> Awards (Ad Hoc) | <input type="checkbox"/> Professional Affairs |
| <input type="checkbox"/> Committee on Committees | <input type="checkbox"/> Program (APA meeting) |
| <input type="checkbox"/> Continuing Education and Workshop | <input type="checkbox"/> Program (SIOP Conference) |
| <input type="checkbox"/> Education and Training | <input type="checkbox"/> Scientific Affairs |
| <input type="checkbox"/> External Affairs | <input type="checkbox"/> State Affairs |
| <input type="checkbox"/> Fellowship (Fellows only) | <input type="checkbox"/> Testing Issues (Ad hoc) |
| <input type="checkbox"/> Long Range Planning | <input type="checkbox"/> TIP Newsletter |
| <input type="checkbox"/> Membership | |

Prior Society service:

If you have previously served on Society committees, please list their names and the years you served on each.

Prior APA service:

If you have previously served on one or more American Psychological Association Boards or Committees, please list their names and the years you served on each.

Special interests and/or qualifications:

If you have any special interests or qualifications that the Committee on Committees should consider in making decisions about committee assignments, please note them here.

References:

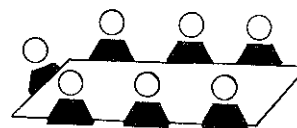
Please provide the names and addresses of two Members or Fellows of the Society who the Committee on Committees may contact to obtain additional information about you.

Name	Address

Your Signature: _____
Date: _____

Please mail the completed form (or a copy of it) to:

Eugene F. Stone, Chair
Committee on Committees
Society for Industrial and Organizational Psychology
Department of Psychology
Bowling Green State University
Bowling Green, Ohio 43403-0228



Committees

Education and Training Committee

Edward L. Levine, Chair

This year's Education & Training Committee is a large and busy one! As a result, our activities and accomplishments this year are summarized by subcommittee.

Doctoral Student Consortium

The I/O-O/B doctoral student consortium will be presented for the second time at the APA convention site in New York City. It will be presented the day before the convention begins. **Dennis Doverspike** (subcommittee chair) reports that the program is now complete and features such speakers as **Sheldon Zedeck**, **Paul Muchinsky** and **Richard Guzzo**. **Dennis**, **Loriann Roberson** and **Ralph Alexander** have been working diligently to get the program in final form. Please look for the nomination forms and encourage your students to consider attending.

Follow-Up to Survey of Graduate Programs in I/O-O/B

Janet Barnes-Farrell and colleagues **Rick Jacobs**, **Ira Kaplan**, and **Don Davis** have been looking at such issues as the usefulness of information captured in the recently completed survey of graduate programs. In addition, they are in the process of surveying I/O-O/B programs about methods used to assess graduate students.

Teaching of I/O Psychology

Allen Shub and colleagues **Jim Russell** and **Vicki Vandaveer** have been considering various aspects of effectiveness of teaching I/O-O/B topics. One noteworthy product was the submission of a program for possible placement in the Society's APA convention program.

Interface with APA on Graduate Education Issues

Manny Londón has been busy attending APA task force meetings on broadening the scope of accreditation of graduate programs and reacting to documents from that group. Manny has been successful in forcefully representing the Society's view on the issue, and in getting the task force to limit its efforts in expanding accreditation to programs in the health care/human development services domain. **Terry Mitchell** and **Alan Weinstein** are assisting Manny with this formidable task.

Master's Level Education in I/O Psychology

This subcommittee is chaired by **Lilly Berry** and includes members **Michael Cook** and **John Michela**. They developed a thoughtful document on the need for the Society to consider developing guidelines for master's level I/O programs. The Society was convinced to do so, and efforts on this project are underway.

The group also organized a session for presentation at the SIOP meeting in April, 1987, entitled, "Perspectives on Practicing I/O Psychology at the Master's Level." We hope those attending found it enlightening.

Other Issues

Ken DeMeuse is exploring the possibility of establishing a national clearinghouse for I/O-O/B internship opportunities.

Paula Singleton, a graduate student at Tulane, suggested a forum for I/O-O/B graduate students. The Society's Executive Committee endorsed the suggestion, and directed us to work with **TIP** editor **Jim Farr** on establishing a graduate students' section.

Submit All Future TIP Correspondence to:

James L. Farr, Editor
The Industrial-Organizational Psychologist
Department of Psychology
615 Bruce V. Moore Building
Pennsylvania State University
University Park, PA 16802
814-863-1734

Continuing Education and Workshop Committee

Allen I. Kraut, Chair

At this writing, the eight workshops offered at the S.I.O.P. Convention in Atlanta are fully subscribed. The offerings reflect months of preparation by the workshop leaders and committee members.

This issue of **TIP** details the workshops to be offered in New York City during August just prior to the Annual American Psychological Association meetings. We have 13 workshops planned. This is the largest number ever offered at one time by Division 14.

New York has always been the occasion for many people outside of Division 14 to attend our workshops, especially as more and more states are requiring Continuing Education credits for practicing psychologists. S.I.O.P. members interested in attending are advised to register early!!

This year we are also offering a workshop on applications of the Joint Testing Standards, in cooperation with Division 5 (Educational and Psychological Measurement).

The Committee began working on this year's program last September. The offerings include several that were suggested to the Committee by other people. Members of the Society who are interested in suggesting or offering workshops for the S.I.O.P. convention or the APA convention during 1988 should offer their ideas as soon as possible to **Philip DeVries, Jr.**, who will be Chair of the Committee for next year. He will be meeting with his Committee immediately after the APA convention in August, so these ideas should get to him as soon as possible.

External Affairs Committee

Marilyn K. Quaintance, Chair

The activities of the committee are organized by a subcommittee structure and our report presents these in a similar fashion.

APA Liaison

The APA Liaison subcommittee, chaired by **Lynn Offerman**, has prepared a letter from SIOP President **Sheldon Zedeck** to other APA Divisions with common interests to establish better professional relationships and communication.

Other Activities of this Subcommittee Include:

- Obtaining a mailing list of all Division newsletter editors to facilitate the distribution of Division 14 press releases;
- Coordinating the development of suggestions for centennial events to be supported by APA as part of the celebration of APA's 100th anniversary of its founding.
- Offering assistance to **Leonard Goodstein** in the preparation of a special issue of the *American Psychologist* on innovations in applied psychology.

Association Affairs

The **Association Affairs Subcommittee** is charged with arranging "meetings between Association Executive Directors and Presidents and Dr. Sheldon Zedeck." Subcommittee Chair, **Eduardo Salas**, has been trying to determine Dr. Zedeck's travel schedule to the Washington, D.C., area as many associations are based there (e.g., American Society for Personnel Administration—**Ron Pilenzo**, President; International Personnel Management Association—**Donald K. Tichenor**, Executive Director and **John Golden**, President and Director of Personnel, Department of Commerce).

Other activities of this subcommittee include:

- Updating our list of association contacts in order to publicize the Division's annual conference, and to exchange publications.

Community Relations

In past years, the External Affairs Committee has sponsored a demonstration project. That activity was postponed last year in an effort to revitalize the committee through the accomplishment of smaller, less ambitious projects (e.g., the preparation of **TIP** articles; the preparation of letters establishing liaisons with other professional associations; the preparation and distribution of press releases publicizing the Frontier Series, etc.). Now that the committee has gained momentum, we have established a new **Community Relations Subcommittee**, chaired by **Jane Elizabeth Allen**, to investigate the feasibility of such a demonstration project involving and benefitting the community. Dr. Allen has prepared a proposal for "Assessment of Community Needs for I/O Psychological Services."

International Affairs

One of the proposed activities of the **International Affairs Subcommittee**, chaired by **Edwin A. Fleishman**, is "to prepare **TIP** articles on international convention activities and research." Dr. Fleishman and subcommittee member, **Geula Lowenberg**, prepared a **TIP** article entitled

"The 21st International Congress of Applied Psychology."

Other subcommittee activities include:

- Writing to Latin American psychological associations to facilitate the interchange of professional information.

Legal Affairs

Subcommittee Chair, **Robert Woody**, is preparing a **TIP** article to assist the Society membership in understanding the concept of "slander" and to avoid malpractice suits.

Public Affairs

The major goal of the **Public Affairs Subcommittee** is "to develop a slide or videotape presentation appropriately portraying the profession of I/O Psychology—who we are, what we do, including a cost proposal." A proposal for this presentation was developed by subcommittee Chair, **Joseph Schneider**. **Janet Turnage** prepared an integration of the comments received last year by the members of the Executive Committee and by External Affairs Committee members. Her conclusions were that the committee should concentrate on producing:

- A 30-minute videotape directed toward student audiences, including minority students, with flexibility for use by other audiences including business and industry.

We now propose to prepare a full storyboard and script for the 30-minute videotape production for presentation to the Executive Committee during its spring meeting. The storyboard will include a description of all visuals and graphics. This will enable the Executive Committee to determine the exact content of the production, and will assist production companies in providing a more precise cost estimate. Dr. Marilyn Quaintance and Dr. Janet Turnage will assume responsibility for primary authorship of the storyboard and script. The document will be circulated to the members of the External Affairs Committee for comment prior to submission to the Executive Committee. This videotape, if approved by the Executive Committee, will be the major product of the 1986-87 External Affairs Committee and should be available for viewing at the 1988 APA Convention.

Society Affairs

The **Society Affairs Subcommittee**, chaired by **Cal Oltrogge**, is working on the following activities:

- Preparing a list of public-issue oriented groups with research and consulting needs.
- Providing marketing support to Jossey-Bass for the *Frontier Series*

(sharing the association list prepared by the Association Affairs Subcommittee with Jossey-Bass).

The subcommittee will also assist in identifying potential funding sources for the Society's videotape presentation.

University Affairs

Janet Turnage, Chair of the **University Affairs Subcommittee**, reports that her subcommittee has:

- Contacted the Society's program committee to obtain preliminary programs for the Atlanta Conference for distribution to students at local colleges and universities. Dr. Turnage also plans to distribute promotional literature during the Southeastern Psychological Association meeting.
- Responded to requests for information regarding Division 14 from several undergraduates in response to the subcommittee's announcement in the Spring 1986 issue of the Psi Chi Newsletter.
- Coordinated the selection of speakers for Psi Chi Chapters on the topic of "Careers in I/O Psychology" with Dr. **T. Myron Johnson**, Director of the Applied Psychology Program at the Stevens Institute of Psychology. Speakers were provided to the University of Massachusetts, Manhattanville College, Seton Hall, and James Madison with the student attendance ranging from 40 to 80 students.

This subcommittee has prepared a letter for President Zedeck's signature to publishers of introductory psychology textbooks to ask them to include a chapter on Industrial/Organizational/Psychology. This letter will be distributed to publishers who were identified previously as having poor coverage of I/O Psychology. Dr. Turnage has also requested the *Directory of Introductory Textbooks* from APA and will request copies from publishers for review by her subcommittee members. The results of this examination of the introductory psychology textbooks will appear in a **TIP** article.

APA Program Subcommittee Report

James A. Breaugh, Chair

Given the procedures APA Central Office uses for scheduling convention program hours, we were not able to finalize the Division 14 program prior to the deadline for this issue of **TIP**. As usual, the full Division 14 program will be printed in **TIP**'s August issue. However, we wanted to

take this opportunity to whet your appetite concerning the upcoming convention. The APA Program Subcommittee has put a tremendous amount of effort into preparing what we believe is an excellent APA convention program. Most, if not all, of the convention sessions will be held at the Marriott Marquis Hotel. Among the convention highlights will be:

- * 56 papers presented in 5 poster sessions
- * 2 social hours
- * **Shelly Zedeck's** Presidential Address
- * Many Invited Speakers including:
 - Paul Thayer**, Winner of the Professional Practice Award.
 - Craig Russell** and **Mary Van Sell**, Winners of the Edwin E. Ghiselli Award.
 - Joseph McGrath** on Time, Groups, and Organizations.
 - David Campbell** on Psychological Profiles of Brigadier Generals: War Mongers or Decisive Warriors?
 - Authors of upcoming **Annual Review of Psychology** chapters on employee training and development (**Gary Latham**) and on personnel selection and placement (**Robert Guion** and **Wade Gibson**).
- * 21 Symposia/Panel Discussions addressing such topics as:
 - drug testing
 - organizational restructuring
 - recent EEO developments
 - an update on leadership research
 - executive development
 - personality testing and job performance
 - the use of biodata in the 80's and beyond
 - cognitive processes in performance appraisal
 - occupational stress and social support
 - skills obsolescence and employee development
 - corporate culture
 - implementing new technologies

As is obvious from the preceding list of topics, there truly is something for everyone at APA this year. We hope you agree that New York City will be the place to be between August 28 and September 1 this summer.

Please Tell Me it Isn't So*

Dear Dr. Kleiman:

As one of your students in the I/O psychology program, I am writing to ask, no, to beg for your advice concerning the career direction I should take.

After completing the first semester of the I/O program, I had become fascinated with the area of test validation. The articles that show the enormous increase in productivity resulting from the use of more valid tests have convinced me that working in such an area (i.e., test validation) would be extremely worthwhile and satisfying. But more than that, it would be fun. Doing a job analysis would allow me to talk to many workers and find out all about what they do. I normally have such discussions at parties, anyway. Imagine getting paid for doing that! And forming hypotheses about what personal characteristics and skills are needed to perform the job would be like playing detective (e.g., Sherlock Holmes hypothesizing about the likelihood of various suspects committing the crime). Developing a test to measure these characteristics would also be fun. I can just imagine the joy and excitement of trying to figure a way to measure dependability, for instance. Should I look at whether applicants showed up on time for the test? Maybe biodata could get at that. Wouldn't it be neat if people who flew model airplanes as kids turned out to be more dependable than those who didn't? It would also be fascinating to try to write questions which were fair to all protected groups. Maybe the airplane question would work for men, but not for women (because such behavior was socially unacceptable to them during their childhood). Best of all, however, would be to empirically validate the exam. I would then know whether my airplane question really measures dependability, whether it predicts job performance, and whether it's discriminatory. The euphoric feeling derived from reading the printout with the validity coefficients would surely equal that felt by Sherlock Holmes when he learns of the real criminal, and whether his original hypothesis was correct. And just think—I'd be able to go through this process repeatedly, since all jobs are different and thus require different worker characteristics.

What I have learned during my second semester, however, has been a real "downer." It appears that the following beliefs are now held by those in the I/O profession:

*Larry Kleiman *claims* this letter was sent to him by a student.

- Do only a cursory job analysis to determine the family to which a job belongs.
- Use only aptitude tests (preferably the GATB); they're valid for all jobs.
- By all means, *don't* do an empirical validation study. The sample would almost always be too small; if a test is valid, then it's valid. You don't need to keep validating it for new or different jobs; and, heck, asking fellow I/O students to estimate validity yields results which are as accurate as those obtained by small-sample validation studies.
- Don't worry about subcultural differences in test scores. If one group does more poorly than another on a test, their job performance will also be poorer. In fact, the test would probably overpredict their job performance.

Please tell me, Dr. Kleiman, where's the fun? Where's the challenge of figuring out what skills the job requires, and figuring out how to measure them? Where's the joy of reading printouts to determine if your guesswork was right?

Gosh, I don't know I'm just a naive first year I/O student, but it just doesn't seem right to me. You hold out that nice juicy carrot, then pull it away just as I reach for it!

So, Dr. Kleiman, please tell me it isn't so. Tell me that these "new discoveries" are really the nonsense they appear to be. Tell me there's still a need for test validation and that such work can still be fun.

Sincerely,

Meta Nalysis
Meta Nalysis

PRINCIPLES FOR THE VALIDATION AND USE OF PERSONNEL SELECTION PROCEDURES: THIRD EDITION

1987

Available Now From:

**Society for Industrial and Organizational Psychology, Inc.
Department of Psychology
University of Maryland
College Park, MD 20742**

Price: \$5.00 each for 1-9 copies
\$4.00 each for 10-49 copies
\$3.00 each for 50 copies and up

ADVERTISE IN TIP

The **Industrial-Organizational Psychologist** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 2400 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4000 copies per issue.

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.**

ADVERTISING RATES

RATES PER INSERTION

Size of Ad	Number of Insertions	
	One Time	Four Times
Two-page Spread	\$275	\$200
One Page	\$175	\$125
Half Page	\$125	\$100

PLATE SIZES

Size of Ad	Vertical	Horizontal
One Page	7 1/4"	4 1/4"
Half Page	3 1/4"	4 1/4"

PUBLISHING INFORMATION

Schedule

Published four times a year: November, February, May, August. Respective closing dates: Sept. 15, Dec. 15, Mar. 15, June 1.

DESIGN AND APPEARANCE

5 1/2" x 8 1/2" booklet, printed by offset on enamel stock. Type is 10 point English Times Roman.

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