

TIP

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Comments by Tom Ramsay, Human Resources Psychologist

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The Industrial-
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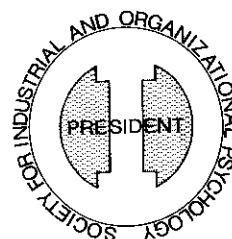
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A Message from Your President

Ann Howard

By the time this issue of **TIP** is in your hands, you should have received a letter from me with enclosures describing all the recent events at APA and the action your Executive Committee recommends that the Society take as a consequence. The failure of the vote to reorganize APA as well as APA's financial troubles have brought the already intense political discord to a new crescendo. While we view with alarm APA's accelerating march toward guild concerns, we look optimistically toward the newly formed American Psychological Society [APS], a national psychology group dedicated to advancing the discipline, preserving its scientific base, and promoting public understanding of psychological science and its applications.

Thus we urge you, our members, to join APS and to help shape its future. In addition, we recommend that the Society's Bylaws be changed to permit membership in APS *or* APA as a precondition to membership in the Society. This does *not* mean we suggest that you resign from APA; at present we have no way of maintaining your membership in the Society unless you belong to APA. If members approve the Bylaws change in a vote next Spring, you may belong to one or both of these national psychology organizations. The Society itself will remain affiliated with both APA and APS until such time as an alternative strategy appears more desirable.

Please think seriously about this proposed Bylaws change. Discuss it with each other, and call me or any other members of the Executive Committee with your questions and comments. We will be asking for your vote about the Bylaws change but will not do it too precipitously, so as to allow for adequate discussion and understanding. In particular, we are planning a special session at the Society conference in Boston in April that will explore the various ramifications of our relationship with both APA and APS. **TIP** will also serve as a forum for the exchange of ideas, information, and opinions. We want to hear your views, so please communicate with us.

Throughout the often painful discussions of our future relative to other psychological organizations, my own anxieties have been overcome by tremendous confidence in the strength of our Society as an organization in its own right. Whatever we eventually decide about our affiliations with other psychologists, your Executive Committee is determined that industrial-organizational psychology be represented by one cohesive, mutually supportive group—the Society for Industrial and Organizational Psychology. The activities that we sponsor continue to grow, and the zeal with which all the committees approach their individual contributions continually inspires the admiration and confidence of those charged with running the organization. A look at some of this year's proposed activities will illustrate; more details are in later sections of **TIP**.

We are currently running programs and workshops for two conferences—our Society conference in April and the APA convention in August. The Society conference has become so popular that we are planning to extend the program to three days (in addition to the workshop day); **Ron Johnson**, chair of the overall conference, is looking into our present contracts to see how soon this change can be made. **Elaine Pulakos** is putting together the program for Boston (still two days), while **Susan Palmer** coordinates the workshops. Manning the home front (Local Arrangements) will be **Joel Wiesen**, while **Dianna Stone's** committee will get the eager attendees registered.

The APA convention offers us the opportunity to become informed about what other psychologists are doing as well as to think about new developments in I/O psychology. It also remains the site of our business meeting, awards presentations, and awards addresses. **Kevin Ford**, chair of the APA Program Committee, will be especially interested in program proposals that capitalize on our association with related fields of psychology, while **Bill Macey** will coordinate a series of stimulating workshops.

Our publications continue to increase in popularity, and we are considering enhancing them. The *Frontiers* volumes have a new Series Editor, **Irv Goldstein**, who will follow up the two books now on the market (on careers and productivity, in case you missed them) with one on training in 1989. We are now considering a second book series to emphasize practice issues; **Doug Bray** was appointed by outgoing President **Dan Ilgen** as the potential Series Editor, and he will be exploring the possibilities of such an activity with an ad hoc committee. Our longest running publication, **TIP**, continues to grow in independent subscriptions and ads, thanks to the hard and continuing work of editor **Jim Farr** and business manager **Rick Jacobs**.

Promotion of both the scientific and professional sides of I/O psychology occupies several committees. Both **Larry James**, chair of Scientific Affairs, and **Bob Boldt**, chair of Professional Affairs, will explore ways of working with APS to aid in achieving the missions of their committees. **Vicki Vandaveer** and the State Affairs Committee are expanding their network of state contacts and finding new ways to communicate with members on state activities. A particularly challenging project for State and Professional Affairs is a continuing exploration of how I/O psychology can be defined and if it should be credentialed. The Education and Training Committee, under **Manny London**, has a full slate of activities; watch for information from them on new topics such as internships, ethics, masters' level education, and the teaching of I/O psychology. **Lynn Offermann's** External Affairs Committee also has its fingers in many pies, but two new and exciting ventures are a Sino/American I/O conference and a Task Force on the APA Centennial and the history of I/O psychology, to be chaired by **Ray Katzell**.

None of these activities are possible, of course, without the support of our members, and we want to be sure we bring new colleagues into the Society, get volunteers for our committees, and honor those who have been outstanding in their scientific and professional work. The Membership Committee, under **Phil DeVries**, will have an additional important activity this year—construction of a database and directory of our members. This will be particularly important if we change our Bylaws and have members who are not covered by APA's computer and dues-collecting services. **Rich Klimoski** and the Fellowship Committee will want your proposals of candidates for Fellow status, and **Gene Stone** and his committee will be requesting nominations for Society and APA awards. Note that a new award has been created, for Distinguished Service to the Society.

Finally, some comments about committees. In recent years we regretably have been unable to accommodate all those who wished to contribute to the Society. We solved that problem this year, thanks to **Walt Tornow** and the Committee on Committees, who will attempt to repeat their performance in preparing for the 1989-90 committees. By avoiding duplicate memberships on committees and obliging several committee chairs who needed more help, we were able to appoint almost every unplaced 1987-88 volunteer and every 1988-89 volunteer to a committee this year. We're so glad to have you all! For those who want to get in on the act for 1989-90, be sure to fill in the self-nomination form in this issue of **TIP**. We rely on both new and experienced members, so don't hesitate to join the Society's work team of "industrious and organized" psychologists.

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1988 SIOP Distinguished Scientific Contributions Award Winner: Raymond A. Katzell

Professor Raymond A. Katzell's contributions to the science of industrial and organizational psychology have been great in number, high in quality, and broad in scope. Over a period of more than four decades his work as an empirical researcher, a theorist, and a methodologist has been and continues to be regarded as epitomizing the very best that our field has to offer, not only for its intellectual quality, but also for its concern with ethics and social justice.

Among the many areas in which the positive influence of his efforts can be detected are personnel training, fair employment practices, work-related attitudes, work motivation, productivity management, and turnover. In many of these areas Ray's work has served to not only contribute significantly to the science of the field, but has also led to the improvement of practice.

The exceptionally high regard that others in the field have for Ray is reflected in the following excerpts from letters that were written in support of his nomination for the Distinguished Scientific Contributions Award:

"His career is long and distinguished. Few psychologists have published so many central, timely, widely cited papers in as broad a range of topics as he."

"He has been a wonderful role model to students aspiring to be scientists and the most generous of colleagues in the pursuit of knowledge."

"He has long epitomized the ideal of the industrial and organizational psychologist."

"His science has been applied with sensitivity and a social concern that are far too rare amongst many of our current crop of I/O psychologists."

"He has demonstrated that the scientist-practitioner model is indeed a workable one and that it can be achieved by a person who is also a warm, helpful, and supportive human being."

"He and his work epitomize exactly what this award should be honoring."

"SIOP should honor its award by giving it to Ray."

"The Society will be honored by its recognition of his contributions."

In recognition of all the contributions that Raymond A. Katzell has made to the science of our field, the Society for Industrial and Organizational Psychology is pleased to present him with the 1988 Distinguished Scientific Contributions Award.

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*Student: Donald Wing,
California School of
Professional Psychology
at Los Angeles*

*Question: High failure
rate of mergers and
acquisitions*

*Approach: Studies of
corporate mergers by
CSPP faculty member
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strong links between
success and levels of
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250 middle managers
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finding that, rather than
age, sex and job history,
the quality of commitment
results more from shared
values and primary
relationships.*

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counsel for merging
organizations that
supports an atmosphere
where feelings of fear,
grief and loss are
anticipated and addressed
outright*

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1988 SIOP Professional Practice Award Winner: Herbert H. Meyer

Herb's interests in industrial psychology developed while serving in the United States Navy during World War II. Although not a psychologist at the time (his undergraduate degree was in Education), his duties brought him in contact with applied psychologists and led him to investigate the possibility of graduate work in psychology at the University of Michigan when he returned to school after the war. He was encouraged by Donald Marquis, who had recently left Yale to become the head of the department at Michigan, and earned his Ph.D. in 1949.

Herb continued for a short time with Detroit Edison where he had been doing some work while pursuing the doctorate. He then spent three years as a staff psychologist with the Industrial Division of the Psychological Corporation. In 1958, he joined the General Electric Company where he was to spend the next 20 years in research designed to advance useful knowledge in human resources administration. Here he made notable contributions to testing and selection methods, such as his validation in 1960 of the in-basket as an individual test for managerial potential. His classic studies of the negative effects of performance appraisal feedback shook up this area of practice and led to improved research and applied methods. At GE, Herb led other staff psychologists, as well as contributing himself, in influential research on employee motivation, organizational climate, and behavior modeling training. During this time, Herb became an APA fellow and a Diplomate of the American Board of Professional Psychology.

Herb left GE in the early 1970s to start a new career, this time in academe. He accepted a Professorship at the University of South Florida and the challenge of establishing a Ph.D. program there in Industrial/Organizational Psychology. This he did most successfully and continued his contributions to industry by producing young I/Oers who now serve many companies. More directly, Herb himself has consulted with a wide variety of public and private organizations.

During all of this Herb has found time to serve Division 14 long and well. He has chaired several important committees, served as Secretary-Treasurer, put in two terms on the APA Council of Representatives, and was, of course, our president. At one time Herb served on the Executive Committee for 15 straight years.

In recognition of his contributions to research, practice, training and service in our field, the Society for Industrial and Organizational Psychology takes pleasure in designating Herbert H. Meyer as the recipient of the 1988 Professional Practice Award.

New SIOP Fellows

Six new Fellows of SIOP were elected at the APA Convention in Atlanta. Their citations read as follows:

Edwin Hollander: For his wide-ranging creative contributions in the areas of leadership, social influence, peer evaluations and other areas of organizational importance, and for his extensive and continuing professional involvement and accomplishment.

George Thornton, III: For his outstanding contributions in the areas of assessment center research and performance appraisal, and for his effective and continuing combination of academic research and practical application.

Stephan Motowidlo: For extensive contributions in several areas of research, including information processing in personnel decisions, job satisfaction and motivation, stress and prosocial behavior, among others; and for the impact of his work on research and practice.

Robert Lord: For his application of cognitive theory to the understanding of leadership perceptions, performance appraisal, and motivation, which have had a major impact on research in these areas, and for his advancement of the profession through outstanding editorial and divisional contributions.

Angelo DeNisi: For his highly influential, programmatic theoretical and empirical research in performance appraisal, as well as in job description and leadership, all of which have had a major influence on the field.

Ralph Alexander: For extensive and influential contributions in research methods, psychometrics and statistics in addition to frequent and effective service to the profession and noteworthy accomplishments in graduate education.

Congratulations to all!

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Morris Viteles Awarded Psychological Professional Gold Medal

Morris S. Viteles, a pioneer in I/O Psychology, was honored with the Psychological Professional Gold Medal Award by the American Psychological Foundation during the recent Atlanta convention. Among his many achievements are his 1932 volume *Industrial Psychology and Motivation and Morale in Industry* (1953). Viteles was a strong advocate of the scientist-professional model long before the 1949 Boulder Conference and practiced it. He was, for example, a consultant to the Philadelphia Electric Company from 1927 to 1964 and to the Bell Telephone Company of Pennsylvania from 1951 to 1984. He helped form the International Association of Applied Psychology and was its president for ten years.

The nomination of Dr. Viteles for the Gold Medal was unanimously approved by the Society's Executive Committee in February and forwarded to APF with a highly supportive letter from President Dan Ilgen. Doug Bray initially got the ball rolling with the approval of Gene Stone, Chair of the Society's Awards Committee. Al Thompson, a protege of Dr. Viteles, recruited to spearhead the effort, prepared a most comprehensive and creative recommendation brochure. Several key members of the Society added their letters of recommendation.

Bray Honored by ABPP for Distinguished Service

Douglas Bray has been honored by the American Board of Professional Psychology with its award for distinguished service and outstanding contributions to the profession of psychology. The award was given at the annual ABPP Convocation during the APA convention in Atlanta. Doug served on the ABPP National Board for eight years, including two as its president. During that time Doug developed a prototype assessment center procedure for use in ABPP Diplomate exams.

Doug Bray's major research activity has been the initiation and direction of the Bell System's long-term longitudinal studies of managerial careers. Started in 1956, they are still in progress today and have made major contributions to the psychology of adult development as well as to human resources management. A book presenting the findings of this research was published recently under the title *Managerial Lives in Transition: Advancing Age and Changing Times*. The authors are Doug and his wife, Ann Howard.

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SIOP '89 Boston Conference

Ronald D. Johnson

Now is the time to be sure that your calendar is marked to remind you to attend the Fourth Annual Conference of the Society in Boston, Massachusetts, on April 29-30 with workshops planned for April 28, 1989. What began as a creative idea championed by **Irv Goldstein**, supported by Society executive committees, and nurtured by conference planning committees ably led by **Stan Silverman** has become one of the best attended, most exciting professional meetings available. You do not want to miss out on your opportunity to participate in the Fourth Annual Conference.

The original vision for the Society's conference was for a meeting that would allow programming different than programming available at other meetings and a conference setting that facilitated networking and social interchange. As new annual conferences are planned and future hotels selected, the original objectives still guide our decisions. Each year, the Society works hard to bring you the best possible conference. Boston will continue that tradition.

This year there is one additional reason for you to make every effort to participate in the Society's annual conference. I want you to be a part of the largest conference ever held by the Society and part of the first Society conference with attendance exceeding 1,000! This is a challenging, but clearly attainable, goal for our membership. Our Boston location should help us reach our attendance goal. The majority of our Society membership is located in the East and Midwest and Boston can be an exciting city for those of you who need to make a slightly longer journey to join us in April. As you make plans to participate with your Society friends, don't forget to encourage graduate students to come to Boston also. One of the truly nice features of the first three conferences has been the excellent attendance by graduate students. As you may recall, the Society has maintained a low registration fee for graduate students and does not impose an additional fee for students who register on-site.

If you have not previously been to the Boston Marriott Copley Place, then you are in for a treat. The hotel is an excellent property and connects directly to an enclosed mall. The area of Boston where the hotel is located has a series of enclosed walkways allowing easy access to shopping, other hotels, and many fine restaurants. We also will be able to continue the tradition of having all meeting rooms conveniently located for ease of finding program sessions. You will be missed, and you will

miss a lot, if you fail to come to Boston in April!

By the time you receive this issue of **TIP**, the program will be nearing completion, the workshop topics and leaders will have been identified, local arrangements will be finalizing a commitment from a luncheon speaker, and the registration committee will be preparing for the 1,000 plus expected registrants. In early January, each of you will receive registration material for the conference and workshops. In those materials, you will also find information to assist you with transportation from the airport to the hotel and information about an "official" airline for the meeting. We will be negotiating to make arrangements for good airfares to Boston. We are continuing to negotiate with the hotel over room rates. Boston has relatively expensive hotels but we are working as hard as we can to keep rates down.

If you have questions about the conference, please contact any member of the planning committee: **Ann Howard**, **Dan Ilgen**, **Shelly Zedeck**, **Elaine Pulakos** (program), **Susan Palmer** (workshops), **Joel Wiesen** (local arrangements), or **Dianna Stone** (registration). Now that I am no longer responsible for registration, I think that the prospect of more than 1,000 registrants is exciting!

SIOP ELECTION RESULTS

As announced at the SIOP Business Meeting held at the APA Convention in Atlanta, the following were elected to Society offices:

President-Elect: **Neal W. Schmitt**, Michigan State University

Member-at-Large of the Executive Committee:
Allen I. Kraut, IBM

Representative to APA Council:
Sheldon Zedeck, University of California, Berkeley

Our congratulations to these individuals!

Call for Program Proposals: 1989 APA Convention in New Orleans, Louisiana

J. Kevin Ford

The 1989 APA Convention will be held in New Orleans, Louisiana, from August 11th to the 15th. As you may notice, the dates for the 1989 convention are earlier than they have been in previous years. Accordingly, the submission deadline for receiving program proposals also has been moved up. This year, program proposals are due on *December 15, 1988*. Thus, the time for developing program proposals is *now*.

In developing program proposals, it is important to keep in mind that the submission procedures for the APA Convention is not the same as the procedures for the SIOP Conference. To prepare your submissions for the 1989 APA Convention, this column provides a summary of some key points. The procedures described are consistent with those published in the official APA Call for Programs, which you should have received in October.

Criteria for Evaluation of Program Submissions

Before deciding what to do when submitting your program proposals, the general criteria for evaluating program submissions are outlined below. To maximize the likelihood of receiving favorable evaluations, use the following criteria as standards in preparing your submission.

Individual Paper Presentations. Over the last several years, Division 14 has used poster sessions as the only format for presentation of individual papers. For the 1989 APA Convention, a second format is also possible. Submitted papers that have been accepted and which revolve around a common theme (e.g., training issues) will be examined by the Program Committee for possible presentation as a symposium. The Program Committee will have sole responsibility for this decision and the determination of a chairperson and discussant for these special symposia.

In evaluating individual papers, three criteria will be used:

- * **Appropriateness of Topic:** The interests of Division 14 members can be broadly described as psychology as it relates to work.
- * **Technical Adequacy:** Reviewers on the Program Committee expect papers to be technically sound. They use standards quite similar to those in reviewing a paper for potential publication in an academic

journal. It is important that you adequately describe your methods and statistical analyses.

- * **Contribution to Knowledge:** You should be sure to describe how your paper contributes to our understanding of the subject matter you are investigating.

Multi-presenter Programs. These programs include symposia, panel discussions, debates, and other multi-presenter sessions. In evaluating multi-presenter proposals, the Program Committee uses the three criteria discussed above as well as the following two criteria:

- * **Integration:** The Program Committee will consider the extent to which the various presentations form a "coherent whole." Presentation formats that emphasize the interdependence of presentations will be well-received. To develop such integration, the individual who develops the session must work closely with the presenters.
- * **Is It Interesting? Innovative? Stimulating?** A good symposium should draw a sizeable audience. It should stimulate the thinking of those who attend. Including presenters with diverse backgrounds and viewpoints increases the likelihood that a session will meet these objectives. Multi-disciplinary panels can be very effective at stimulating new ideas for research or practice. Such panels are usually easier to assemble for the APA Convention than for the SIOP Conference.

Submission Procedure

In submitting a program proposal, it is very important that you follow the APA procedures. Failure to follow the procedures can result in the rejection of a proposal or paper. The following points should aid you in preparing a proposal during the next month.

- * APA distinguishes between two types of submissions: presentations and programs. There are different submission procedures for each. "Presentations" refer to individual papers; "Programs" refers to symposia, debates, panel discussions, and other types of sessions involving multiple presenters. Be sure to use the appropriate cover sheet for your submission. The APA Call for Papers includes both sheets.
- * All paper presentation proposals receive blind reviews. Therefore, when you submit *five* copies of your paper, the first page should include the title of the paper and the abstract but *not* the names of the authors. The papers accepted will be presented in either a poster session or in a symposium session.
- * Individual papers must represent completed work. Papers will not

be accepted that include statements such as "data collection is in progress."

- * Papers that significantly exceed the 1800 word limit established by APA will be returned unreviewed. This is done out of fairness to other authors who submit papers which meet the 1800 word limit. We will use 10 pages of text as the upper bound (double spaced, one inch margin, elite type).
- * Multi-presenter program proposals such as symposia and debates do not receive blind review. In evaluating the proposal, it is important to know who the participants will be. We ask that you prepare *five* copies of the complete proposal including: (1) the list of participants with addresses, affiliations, and presentation titles; (2) each participant's summary; and (3) an introductory statement that emphasizes the integration of the various presentations. In most cases you should build in adequate time for questions and comments from audience members. Balance can be provided by including a discussant or by scheduling two discussants with different perspectives.
- * Late submissions will be returned unreviewed. This is not done out of malice; we are simply under an extremely tight deadline. Within 24 hours of the deadline, we will be sending all papers to Program Committee members for review. As mentioned, the deadline for receiving program proposals is **December 15, 1988**. It should be emphasized that this deadline refers to the *receipt* of your submission, not the date it is postmarked.
- * Submissions, inquiries, and suggestions for the 1989 APA Convention should be sent to: **J. Kevin Ford**, Department of Psychology, 129 Psychology Research Building, Michigan State University, E. Lansing, MI. 48824-1117. My office phone number is (517) 353-5006.

I look forward to hearing from you—only you can make the 1989 APA Convention a successful one.

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What Next for APA?

Milton D. Hakel

For the past decade, an increasing share of APA's energy has been directed to items dealing with the professional practice of psychology.

Transitions. After Len Goodstein's recent editorial hint in the *Monitor*, the move to reposition APA is gathering steam. In an open letter to the members of the Association of Practicing Psychologists (APP, the successor to CAPP and the Interim Advisory Committee for the Office of Professional Practice), Allan Barclay endorsed the effort to bring about an "orderly transition" from a learned society to a professional association.

Art Kovacs, chair of APP, is committed to APP's "transition from being a small political club into the fullness of what is required of us as a true political party: one that seeks the best candidates to advance its vision of the initiatives that are required to serve the interests of its members." In practical terms, this means that APP will seek the election of nominees to APA and divisional offices who will be "effective advocates for . . . **the policies formulated, adopted, and promulgated by APP**" (emphasis in original).

Platform. At the Atlanta convention in August, APP adopted a platform calling for:

- * Generic training for doctoral-level education in professional psychology
- * Specialization to be delayed until after receipt of the doctorate
- * APA accreditation of post-doctoral training
- * Restriction of licensing to those who have graduated from APA approved programs
- * Removal of exemptions from APA special \$50 assessments
- * Bringing "observer/liaisons" from every state into participation in Council debates
- * Design of a model curriculum to train for prescription of psychoactive medicines

It is likely that the trend toward professionalism will intensify.

Introducing the American Psychological Society

Milton D. Hakel

Scientifically oriented psychologists have formed a broad new society of their own, outside of APA. The new organization, called the American Psychological Society, was launched August 12 in Atlanta during the APA Convention. Many of America's best-known psychologists serve as APS advisory board members.

With a potential membership of about 30,000 researchers, academics and applied psychologists, APS is lead by its President, Janet T. Spence of the University of Texas at Austin and a former APA president. Eleven other former APA presidents are on its advisory board along with scores of eminent scholars, researchers and scientist-practitioners.

Purposes. APS was created to advance the discipline of psychology and to preserve its scientific base; to enhance the quality of graduate education; to promote public understanding of psychological science and its applications; and to encourage the "giving away" of psychology in the public interest. Given APA's increasing focus on the professional community of health-care providers, and the defeat of the reorganization plan which would have granted limited autonomy to groups within APA, APS will serve as an umbrella organization to encourage psychological research, one which will nurture the diversity of psychology in all its branches.

Governance. President Spence presides over a Board of Directors that includes Charles Kiesler, Steven Hayes, Virginia O'Leary, and Milton D. Hakel, with two more directors to be elected. The Council of Graduate Departments of Psychology (COGDOP) will participate in nominating one slate of directors in each election, to assure that the Board always has members who are nationally recognized in graduate education. President Spence has appointed a Steering Committee which includes several committee chairs and an Advisory Board. Both groups will handle the many tasks to be done in starting and growing a voluntary organization. The APS Bylaws provide for the creation of divisions, chapters, and other units, and also that the structure of the organization will be evaluated and revised by 1993, once such units are in place.

Plans. An ambitious program is being put together to meet the needs of APS members:

- * The first APS convention will be held on June 9-11, 1989, in Arlington, Virginia, and Washington, DC. The program call will be mailed to APS members shortly.

- * The search is underway for an Editor and proposals have been received from several publishers to launch *Psychological Science*, the first journal in the APS publication program. It will be modeled after *Science*, with a similar mix of research reports, review articles, commentaries, editorials, book reviews and letters, and will begin publication in 1990.
- * A newsletter will cover society activities, research news, science advocacy, and position openings.
- * A computerized job bank will be established to aid members and student members in job searches.
- * Science advocacy in the public interest will be the primary activity for APS, with a major portion of dues going into representation on behalf of the psychological research community in the legislative and executive branches of government.
- * A small program is being investigated to cover liability insurance needs of members engaged in research or incidental professional practice.

Membership. A doctoral degree based in part on proficiency in psychological research or evidence of sustained and significant contributions to scientific psychology is the basic standard for membership. Fellow status may be conferred by the Board. Affiliate members, such as students, professionals, and organizations, may join the Society and participate in its programs, but may not vote.

Dues. Basic member dues are \$75 for 1988-89, and will not increase for three years. Student affiliate dues are \$10. Since startup costs for new organizations are high, you are encouraged to support APS as a Sponsor (\$1000), Patron (\$500), or Sustaining Member (\$250). Dues for Organizational Affiliates start at \$250.

Volunteers Needed. APS is a volunteer organization, and help is needed on all its committees and in member recruitment. To make your interest known, write to:

American Psychological Society

Logistics Center

P.O. Box 1553

Norman, Oklahoma 73070

Or call the Logistics Center at (800) 950-4APS.

Or contact President Spence or any of the Directors.

Psychology's Future. APA has become increasingly unable to attract younger, scientifically oriented colleagues, and has alienated a number of long-time members. The needs and interests of scientific and academic psychologists are not the same as those of the professional health-care providers, but also are not antagonistic to them. Current scientific and intellectual developments have led to the differentiation of psychological sub-disciplines. There is a need for an umbrella organization to unite them on issues of common concern. Since APA's members rejected a

reorganization plan which would have provided autonomy, diversity and efficiency, a new start is needed. The new start is the American Psychological Society. It will reclaim psychology's scientific heritage, and advance the discipline in the years to come.



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University of Nevada-Reno
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*** American Psychological Association Awards ***

The Awards Committee of the Society for Industrial and Organizational Psychology (SIOP) encourages associates, members, and fellows to nominate deserving individuals for consideration for both SIOP and American Psychological Association (APA) awards.

There are five SIOP awards that may be given annually. The nature of these awards and the criteria used in selecting recipients for them are described in a brochure that was recently sent to all SIOP members. However, brief descriptions of the five awards are provided here. The **Distinguished Scientific Contributions Award** is presented to the individual who has made outstanding scientific contributions to the field of industrial and organizational psychology. The **Professional Practice Award** is given to the person who has made significant contributions to the practice of industrial and organizational psychology. The **Distinguished Service Award** is presented to the individual who has made exceptional contributions to the SIOP through work in elected or appointed offices of the Society. The **S. Rains Wallace Dissertation Award** (1989) is presented to the individual who completes the best doctoral dissertation in industrial and organizational psychology during the 1988 calendar year. The **Edwin E. Ghiselli Award for Research Design** is given to the person who prepares the research proposal that shows the best use of scientific methods in the study of a phenomenon of relevance to the field of industrial and organizational psychology. In order to meet a number of deadlines, nominations for all five of these awards should be submitted to the Chair of the SIOP Awards Committee as rapidly as possible. Note, however, that all nominations must be received by 1 January 1989.

The APA awards are for the categories of Distinguished Scientific Contributions, Distinguished Scientific Award for the Application of Psychology, Distinguished Scientific Awards for an Early Career Contribution to Psychology, Distinguished Professional Contributions, and Distinguished Contributions to Psychology in the Public Interest. The April issue of the *American Psychologist* usually describes the general criteria used by APA in selecting award winners and lists the names of previous recipients of various awards. In order to meet extant deadlines, the names of potential award recipients should be submitted to the Chair of the SIOP Awards Committee as rapidly as possible, but no later than 1 December 1988. Send nominations for both SIOP and APA awards to:

Dr. Eugene F. Stone, Chair
Awards Committee, Society for
Industrial and Organizational Psychology
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Bowling Green State University,
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On the Lack of Systematic Relationships: Thank Goodness Nobody is Listening?

Dan R. Dalton and Debra J. Mesch
Graduate School of Business, Indiana University

Often—some would say sadly—an examination regarding one dependent variable or another will conclude that “there is no systematic relationship between ‘Y’ and ‘X.’ ” A mature conclusion, therefore, is that if one is interested in predicting or explaining some level of “Y,” information about “X” is of no consequence. In more practical terms, then, any efforts or expense to collect, derive, divine, or by any other means possess data on “X” for the purposes of understanding “Y” are resources misallocated.

Few would quarrel with the essential argument set forth in the preceding paragraph. A more central, and potentially troubling issue, however, concerns the policy implications for such a disconfirming statement (i.e., “X” and “Y” are unrelated). If we hope to predict “Y,” data on unrelated “Xs” promise no contribution. But, what if the issue is not predicting “Y”? Rather, suppose the issue is altogether practical. Suppose, for example, that some person, group, or organization is trying to decide whether to engage in some behavior (“X”) in order to accomplish higher levels of “Y”? Initially, we concluded that if “X” can be confidently demonstrated to be unrelated to “Y,” then the collection of “X” is, at best, an unproductive—if not a silly—exercise. Do we, then, similarly conclude that for the individual, group, or organization to engage in behavior “X” is also thoroughly shortsighted, given that the point is to increase the level of “Y,” a presumably salient outcome?

Maybe, But Doesn't (Shouldn't) Hope Spring Eternal?

Suppose, strictly hypothetically, that it could be unequivocally demonstrated that there is no systematic relationship between levels of research and development (R&D) expenditure and company performance. Suppose, further, that this conclusion is based on a textbook application of research methods; nobody could reasonably quibble about the sample, measurements, direction of causality, and so forth. Do we conclude that it is silly to expend resources for research and development?

Alternatively, suppose it could be shown that training employees to do “X” is not associated with higher levels of some performance “Y.” Is it

reasonable to conclude that resources allocated for purposes of "X" are unwisely used? There may be a mature argument that in neither the R&D nor the training case are those prescriptions even remotely sensible.

Obviously, to observe that there is no systematic relationship between "Y" and some "X" does not mean that there are (or can be) no cases characterized by high levels of "X" associated with similarly high levels of "Y." There may well be someone out there with training in "X" who has applied that training very effectively to task "Y." Certainly, many companies have prospered because their high levels of R&D **did** result in the development of some incredibly successful product or service. But, it might be fair to state that "on average" or "in the aggregate" or "generally speaking" or any one of a dozen other euphemisms, that behavior "X" does not lead to outcome "Y."

It may not be senseless to argue that it really is a good thing that nobody is listening.

Similar Point . . .

A similar point could be made concerning an individual's adherence to our—for lack of a better term—probabilistic advice. Suppose that one of your children announces at age thirteen that she has no interest in attending college—or continuing high school for that matter. She has decided to dedicate herself to becoming a professional tennis player, dancer, entertainer, actor, or some other high visibility activity. We may assume for purposes of this illustration that this child is generally given neither to poor judgment nor fantasy and is altogether serious in this commitment. The question, then, is how do you counsel this child? Many would suggest that professional sports, entertainment, and acting are vocations in which very few are successful. In fact, you observe—with great accuracy—that only a vanishingly small percentage of those who are called to serve in these fields are ever chosen. Rather, we suggest that the child should—at a minimum—adopt a less aggressive strategy. Maybe it would be more appropriate to pursue additional interests just in case their primary objectives are not met. Since we are so persuasive—and also so accurate—many of these children may take our counsel. More likely, because many have little actual choice in the matter, they acquiesce to our considered view.

Thank goodness that they all don't. Our probabilistic reasoning is subject to the "no systematic relationship" error. We are all fortunate that there are those who, apparently unimpressed with our calculative reasoning, doggedly pursue their outrageously low percentage objectives. Many—if not most—of those who provide our pleasures and diversions may be fairly placed in this category. What of the celebrated artists, dancers, actors, entertainers, athletes and others who have single

mindedly—even obsessively—chased their dream to the near exclusion of breadth and reasoned "back-up."

There is little doubt that much of this directed behavior was not strategic. It was brutally high risk. Reasonable people would **have** to concede that any such focused commitment is shortsighted. We can all be sympathetic to those who, after all the cards are played, can not be fairly considered as one of the elite group to whose membership they aspired. Still, what about the impact on us for the very few who do reach those heights? I suppose we are happy for them; mostly, though, can we agree that we are happy for us? They really do bring us so much.

Certainly, there are those generally outside media attention who can also be included. What of the scientists, inventors, entrepreneurs, and so forth who obsessively pursue their objectives? Perhaps these achievements come at the neglect of family, community, church, and friendship. Very few would counsel students to elect this course of conduct and commitment. Once again, though, we are very pleased that some do elect this driven course.

About Excellence and Finite Resources

It probably goes without saying that true excellence is very expensive. Given adequacy of initial tools, the path from reasonable ability at virtually anything to the 90th percentile is straightforward. At the risk of some understatement, put in a few thousand tenacious hours and you have it. That quantum leap from those who are "really very good" to those who are world class, however, is enormous and only achievable by the very few. That last few percentage points to put us in the truly elite category is probably an order of magnitude or more difficult. Beyond that, such an effort is almost certainly mutually exclusive.

If a person elects to commit time and resources to achieve—an admittedly low percentage outcome—greatness, there is simply no time for other pursuits. There is little, if any, renaissance greatness. World class ability in multiple areas is virtually unknown. We are not considering here one who is a "very fine" golfer and "gifted" chess player. The issue is whether our exemplar is among the best in each pursuit. As noted, a commitment to attain such a level in one endeavor almost certainly rules out that level of achievement in another. A world class decathlete, for example, is not anywhere near world standards in any single event, not remotely close. Making one's passion happen is expensive. Its price is time, energy, attention, sacrifice, and focus.

Hedging One's Bets

Now, all of the foregoing having been said, how do we **really** respond to persons who are willing—even anxious—to sacrifice everything for the

dream? Because the percentages of success are so remote, we almost certainly advise them to hedge their bet. Learn something else; have something to "fall back on;" don't put all your eggs in one basket.

This, of course, is almost certainly a self-fulfilling prescription for failure. Someone, somewhere has a similar dream; but, they are not distracted. They do have this total—if low probability—insane commitment. Our more measured strategy probably leads to persons with more breadth, even a more sensible balance in their lives. What it does not lead to is excellence. Ability being equal, our advisees simply will not be able to compete.

We, too, would give the same advice. It seems to us that it simply is not responsible to allow someone over whom we have some discretion to adopt such a low percentage strategy to accomplish anything. Probabilistically, individuals who pursue their objectives in this manner will **not** succeed. But, some will!

Organizations will continue to pursue some "Xs" even when the evidence is clear that there is no "systematic relationship" between these strategies and some salient "Y." Hope springs eternal. Maybe it is the case that one product could make the difference for a company. Maybe some key person in the organization will be excellent because of some bit of training that evidently serves very few. Maybe someone, somewhere will achieve greatness in the organization or elsewhere because of a high level of job satisfaction or commitment, or whatever which for them (but evidently precious few others) is related to performance.

Also, many people will continue to passionately pursue their objectives, confidently, or unmindfully, or indifferently to the ridiculous odds they face. We do not warrant that we would ever counsel such organizations or individuals that these activities are promising. The evidence is overwhelming otherwise. What we will say is "Thank goodness nobody is listening." Or, at least, a sincere thanks that not everyone is listening.

What is very good advice at some individual level can only be described as preposterous in the aggregate. For us to do better, we depend on people and organizations to ignore sensible advice and doggedly pursue their "hope springs eternal" strategies. Good luck to them, one and all. We need them.

A Proper Role for Drug Testing in the Work Place: Only if Civil Liberties are Protected to Their Fullest

**Stephen J. Guastello
Marquette University**

This article is written in somewhat belated response to Theodore Rosen's contribution to *TIP* (August, 1987), "Detection of Substance Abuse in the Work Place: One Consultant's Perspective." The point of this reply is to explicate some objections to the various uses of drug testing in the work place and to elucidate the philosophy behind those objections.

Drug testing at work can be classified into three basic use categories: (1) Pre-employment screening, (2) randomized, systematic, or probable cause testing of incumbent employees, and (3) uses associated with rehabilitation monitoring. Theodore Rosen, in the section of his article subtitled, "A proper role for drug testing in the work place" advocated the use of drug testing in the third category, and under specific contractual conditions. Under such an agreement, the employee who wishes to return to work after drug rehabilitation signs an agreement with the employer concerning when and how drug testing will be administered. In return, the employer would allow the employee to return to work under specific conditions based upon drug test results. This seemingly benign use of drug testing is as objectionable as the other use categories; the issues are elaborated below under the general headings of coercion, right to privacy and self-incrimination, equal employment opportunity and civil rights, medical privacy, and slavery by degree.

In pre-employment drug testing, or in contracts pertaining to incumbent or rehabilitation-related testing, the conditions of testing are necessarily coercive since they affect an individual's livelihood. The typical job applicant or incumbent would not be knowledgeable of his or her specific rights, probably could not afford an attorney if he did, and would, therefore, not be making an informed consent.

Right to Privacy and Self-Incrimination

Pre-employment drug testing and systematic testing of incumbents is illegal in Montana, Wisconsin, and San Francisco. In these places drug testing can only be ordered under conditions that conform to the usual theory of probable cause: (a) Drug abuse has been seen on the job by management and others, (b) drugs have been seen in the work place, or

(c) a marked deterioration of the employee's performance has been noted, such that it could only be attributable to drug abuse. Note that poor performance alone does not constitute probable cause.

Other states may soon adopt rules similar to those just described. Meanwhile where there are no such statutes, a plaintiff could still press charges pertaining to a wrongful discharge under the above theories. Eight other states have some type of law pertaining to substance abuse testing (Connecticut, Iowa, Kansas, Minnesota, Oregon, Rhode Island, Utah, and Vermont).

Employment professionals should be wary of pro-testing rhetoric that attempts to minimize the intrusiveness of drug testing. Consider the following consensus statement from the National Institute on Drug Abuse (NIDA): "Testing for drug abuse in the workplace raises serious concerns regarding employer intrusion into the privacy of employees' activities in their off-duty hours. Such testing programs should be conducted in a fair and equitable manner with the highest regard for protecting the privacy of the employees."¹

To this writer, the above statement translates from Newspeak into English as, "It is acceptable to invade individual privacy so long as we invade *everyone's* privacy, and think hard about it in the process." How is the NIDA statement conceptually different from saying, "It is acceptable to rob a bank, so long as we steal *all* the money, and really appreciate it in the process?"

Equal Employment Opportunity and Civil Rights

Drug testing could have an adverse impact on racial minorities. Adverse impact leads to the question of validity and the bona fide occupational qualification (BFOQ). We cannot take for granted that all drugs are pharmaceutically equal in their effects, nor assume that drug use *causes* low performance in every type of circumstance. Situationally specific validity studies are needed to establish the presence of a BFOQ. In a validity-related finding, John Woodford, a forensic chemist, has discovered that melanin, the chemical that is responsible for skin pigmentation in dark-skinned people, and which also appears in their urine samples, is mistaken for THC by even the most sophisticated drug screening tests.²

The AFL-CIO has acknowledged that a negative drug test could be a BFOQ for some types of work. Their labor contract position on the mat-

ter, however, requires that all uses of drug tests, and all aspects of use be negotiated by union and management. Furthermore, AFL-CIO insists that the testing of any employee be conducted under conditions of *probable cause only*.³

As Rosen took great pains to indicate, drug tests give positive results in response to drugs used long before reporting to work, and long after the pharmacological effects have worn off. Validity studies for drug tests must prove (in the sense that any test proves anything) that drug abuse *off* the job predicts performance *on* the job. Unless one confines one's remarks to only the most debilitated persons, I suspect no validity study will be able to make such a claim.⁴

The conceptual distinction between concurrent and predictive validity is perhaps more important to drug testing than to mental ability testing. First of all, poor mechanical aptitude is no crime; the same can be said for an obnoxious personality. Secondly, and perhaps more importantly, there are studies that show that poor performance *precedes* drug abuse rather than the other way around.⁵ Perhaps the money allocated toward drug testing could be better applied to sound organizational development programs instead.

Medical Privacy

Rosen entertained the possibility that drug tests may be used by an employer to maintain surveillance on an employee recovering from detoxification. This category of drug testing is objectionable from a civil libertarian viewpoint for two reasons. First, the employee's right to return to work is already guaranteed by the Federal Rehabilitation Act, with services provided by the employee health insurance. The employee should not be coerced into signing away these rights in whole or in part, or be required to trade away other rights in exchange.

Secondly, a highly evolved protocol exists regarding the privacy of medical records. It is one matter for the hospital providing detoxification services to use drug testing as a method of ensuring treatment compliance, but quite another for the employer to require its own sequence of tests, or results of tests taken in hospital settings. What is to prevent employers and their labs from using urine samples to test for diabetes, pregnancy, and other medical conditions that could result in unwanted insurance claims? It might be fruitful to ponder whether acquiescence to

¹AFL-CIO (1987). *Drug and alcohol testing on the job: Safety with personal dignity*. Washington, D.C., p. 8-9.

⁴As an example see, Guastello, S. J. (1987). Alcohol and drug use and involvement in automobile accidents. *Journal of Psychology: Interdisciplinary and Applied*, 121, 335-340.

⁵Studies cited in Wortman, C. B., & Loftus, E. F. (1985). *Psychology* (2nd ed.). New York: Knopf.

¹National Institute on Drug Abuse (1986). *Consensus summary: Interdisciplinary approaches to the problem of drug abuse in the workplace*, p. 11.

²Cited in Miners, I.A., Nykodym, N., & Samerdyke-Traband, D. M. (1987). Put drug detection to the test. *Personnel Journal*, August, 1987.

drug testing will give way to invasion of other medical privacies at the whim of an employer.

To be fair to the needs of an employer, however, it would not be necessarily an infraction of civil liberty to place a cap on the number of detoxification services an employee may claim on his or her health insurance. Chances are, the repeat offender would exhibit such a deterioration of work performance that termination would be warranted on the basis of performance alone. After all, if a chronically poor performer who does not use drugs could be terminated with just cause, the same protocol should apply to the drug user as well. This simple stipulation would circumvent the indignities and monetary costs of drug testing while maintaining equitable performance standards.

Slavery is a Matter of Degree

Authoritative sources vary widely in their estimates of the impact of drug abuse on the finances of U.S. industries. The American Marketing Association estimates the amount is \$33 billion per year.⁶ Rosen's sources claim \$76.3 billion, the Drug Enforcement Administration estimates between \$60 billion and \$100 billion,⁷ and NIDA claims \$100 billion.⁸ According to NIDA, "[O]ther concerns must be weighed in addition to an employee's right to privacy. These include the employer's obligation [. . .] to protect shareholders from unnecessary financial loss due to drug abuse among employees."⁹ Since when does one person's (or entity's) financial gain supercede an individual's civil liberties? Not in this country since 1865. The stockholders referred to in the passage are not typically widows and orphans. They are mostly composed of institutional investors, i.e., more corporations.

Drug testing in any of its forms does not exist in a vacuum, but in a social climate of civil liberty infringements.¹⁰ As Rosen keenly pointed out, loss of employee morale is one of the risks associated with drug testing at work. One might say it is a giant step toward reversing the hands of the human relations clock by 30 years, if not 130 years. I/O psychologists should be encouraged, therefore, to support civil libertarian legislation and policies wherever the situations present

⁶Agnew, J. (1986). \$220 million market seen by 1991 for drug-abuse testing. *Marketing News*, 20(24), 1, 8.

⁷Cited in Bureau of National Affairs (1988). *Drug testing: A guide for employers*. Washington, D.C.

⁸NIDA, op. cit., p. 1.

⁹NIDA, op. cit., p. 11.

¹⁰For an explication in the context of organizational theory see, Guastello, S. J. (1988). The organizational security subsystem: Some potentially catastrophic events. *Behavioral Science*, 33, 48-58.

themselves—all within reason, of course. It would be a tragedy to look back one day upon a lifetime of work and find out that it was a hideous joke.

Behind all the foregoing discussion of fairness related to drug testing is one common theme: Be objective and monitor performance. Collect facts instead of suppositions and superstitions. If management and society at large are doing all they can do to inspire high performance standards, then the abridgment of civil liberty will not appear to be such an attractive alternative.

Society Adopts Administrative Manual

As industrial-organizational psychologists are aware, the more activities an organization gets involved in, the greater the need for coordination and communication. The need becomes all the more acute in an organization of volunteers with planned, regular turnover! To the rescue has come the Society's Administrative Manual, created at the request of the Executive Committee during the 1987-88 year by Ann Howard in her role as President-Elect.

The 200-page manual begins with general administrative guidelines, such as how executive committee meetings are run and how to submit expenses for payment. The responsibilities of and procedures for every officer and committee are covered in the next two sections. A final section, on policies and practices, summarizes actions and positions the Executive Committee has taken, culled from minutes of the 1970s and 1980s, on such issues as membership and professional standards and credentialing. The manual includes provisions for an annual updating by the Society's Secretary.

OD—Let's Explore the Fullness of the Liturgy Before Revising It

Martin M. Greller
Personnel Strategies, Inc.

OD practitioners have a desire and duty to be impactful at a time when international competitiveness and demographic forces challenge industry to be better than its previous best (Greller & Nee, in press). In urging us to do so, previous articles (Greiner & Schein, 1988; Johnson, 1988) touch upon two frustrations that may misdirect our efforts, specifically that (1) organizational development is not carried out at a high enough level in organizations, and (2) it does not directly affect corporate strategy.

Consider the issue of level first. The truth is few people do work high up in their organizations. Most engineers are not vice presidents, most accountants are not controllers, most salesmen are not marketing directors. As OD is accepted, one consequence is that much of the work will be done at the "plant level."

Of course, the plant certainly should not be the only level at which work is done. Fortunately, this is not the case. There are a number of ways OD is applied at the strategic level. Such activities falls into three categories:

- applying OD to the strategic level decision group
- providing expert counsel on the OD implications of strategy
- introjecting OD values into the strategy

(1) OD can be applied to the most senior levels of the organization. Top executives were a group Argyris (1957) targeted for improved interpersonal competence. Process consultation works with the very tasks strategic planning teams do: evaluating information, problem solving, and committing to action plans (Schein, 1969).

Applying traditional OD techniques to groups at the strategic level should improve their effectiveness. It requires selling OD to the top management group and then assuming a traditional professional role. The role is detached and objective. Its power is purchased at a price: sacrifice of any direct influence on the content.

(2) OD can be made part of the strategic thinking, but it requires going beyond the traditional OD role. One is not a process consultant, but an expert consultant on organizational process.

Strategic plans make assumptions about people, their relationships, and the effect organizational action will have on them. The experienced OD practitioner can make a content contribution by helping the planning group recognize (a) the assumptions they are making (e.g., "The plan assumes sales and production will cooperate; yet they've always competed"); (b) the impact strategy will have on process (e.g., "Increased debt will force each division to focus on its own survival,"); and (c) make plans to monitor and improve the process (e.g., "To speed product development, monitor the frequency and quality of communication between R&D and manufacturing, intervening if it starts to deteriorate.")

This is a very different role. Knowledge is power, but it is not limited to knowledge of OD. One is expected to understand the business, industry, and political constraints, factoring these into one's counsel. Such consultation enables clients to make informed choices in areas previously left out of their plans. But, the process of the planning group itself is not addressed.

(3) Introjecting values into the strategy may be the ultimate in "change agency." Of course, most executives at the strategic level view managing change as their job.

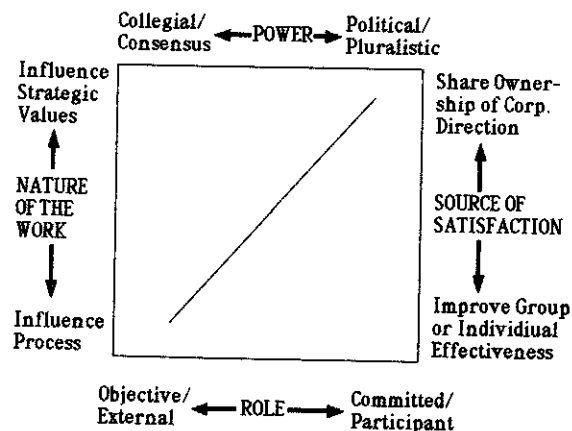
Influencing executive action is a fair goal for all top level participants in an organization (including temporary members, such as external consultants). In this regard the OD practitioner, corporate counsel, and treasurer are on equal footing. It is the role of participant, not practitioner, which confers the right to influence. Those practitioners who reach high levels (of status, income, and influence) are apt to identify more with the organization than the profession (Greller, 1984) and may be in non-practitioner roles (e.g., supervising internal consultants, vice president of personnel, outside board member).

Such participation brings one into direct participation with strategy. But, it raises a question whether this has anything to do with OD. In its traditional form, OD can be viewed as tactical. The focus on process, effective work arrangements, communications, and adaptive structure encourages OD to be used when implementing (to do the thing better) rather than as an element determining what to do (to do a good thing).

One cannot take all three approaches at the same time. A choice must be made. Greiner and Schein confront the individual with that choice. The nature of the power required and enjoyed in each role is different.

If one chooses a traditional, process focused role, it offers the satisfaction of personal impact on productivity and efficiency. One builds consensus. Flexibility, independence, and objectivity are required to do this work; consequently one is viewed by the organization as less of a participant. There is a tradeoff, and the opportunity to influence strategy is part of the cost (see Figure 1).

Figure 1.
Tradeoffs Among Power, Role, Nature of Organization Development
Work and Sources of Personal Satisfaction



To help shape the strategy requires that others allow one to be a participant. Satisfaction comes from sharing ownership of the organization's direction. Political/pluralistic action is expected, but it is also made possible because one is no longer viewed as being on the outside. From such a vantage it would be difficult to address the process issues of which one has become a part.

The limitations to OD's influence are, in part, self-imposed. The model used in one's practice determines both the sources of power available and those foregone. While organization may impose constraints on the areas in which they will accept consultation, practitioners determine the type of work they will offer to do.

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Reagan Signs Ban of Polygraph Testing for Job Applicants

Wayne J. Camara
Science Directorate, American Psychological Association

On June 27th, President Reagan signed into law a bill banning the use of polygraphs for pre-employment screening that had been widely supported by psychologists and the American Psychological Association (APA). The bill passed by both houses by large margins and will take effect on December 27, 1988.

The administration and the Justice Department had opposed the bill earlier, privately indicating that the President might veto the bill if it was passed. However, Labor Secretary Ann Dore McLaughlin publicly supported the bill and urged the President to sign the bill following conference committee. The conference bill and earlier bills received strong bipartisan support from both houses.

The law bans the widespread use of polygraphs in pre-employment screening and random checks of incumbents in the private sector. The new law does not effect Federal, state, or local government employees, nor private contractors involved in government intelligence or national security work. The new law does retain a few exemptions contained in earlier House and Senate versions. Pharmaceutical companies and firms providing security guards for operations related to "health and safety" of the public are exempt. Under this law employers can request an employee submit to a polygraph test in connection with a specific incident (e.g., theft, sabotage) and then only under restrictions.

The bill was supported by APA, which worked closely with Congressional staff in writing report language and providing experts for testimony and briefings. APA continues to receive calls with complaints or concerns that "specific incident testing" remains permissible, noting that no scientific evidence for the validity of polygraph testing in any context has been cited. The association adopted a resolution in 1986 stating that the polygraph's validity is "unsatisfactory" and that there is no physiological response pattern uniquely associated with deception. Based on this, APA will continue to support further restrictions on any remaining polygraph testing allowed under this new law. This law was successfully passed with support from businessmen and retailers who had been effective in opposing polygraph legislation for the past 25 years.

Some of the subtle points in the new polygraph law follow:

—Complete ban of “lie detectors,” which by definition includes a polygraph, deceptograph, voice stress analyzer, psychological stress evaluator or any other similar device (mechanical or electrical) used in diagnosis of an individual’s honesty or dishonesty. The exemptions for specific industries and specific incident testing applies only to polygraphs, not other lie detection devices.

—This law does not affect the use of written paper and pencil tests for any personnel function in the private sector. However, psychologists should be sure that all tests used in selection adhere to the *APA Standards for Educational and Psychological Tests*, the *Division 14 Principles for the Validation and Use of Personnel Selection Procedures*, and the *EEOC Uniform Guidelines for Employment Selection Procedures*.

—The limited exemption for investigations of specific incidents allows an employer to request an employee to submit to a polygraph examination if: (1) the test is administered as part of an ongoing investigation involving economic loss or injury to the employee’s business (e.g., theft, embezzlement, sabotage); (2) the employee had access to the property; (3) the employer has reasonable suspicion that the employee was involved in the incident; and (4) prior to testing, the employer provides a statement to the employee that—

- (a) identifies the specific incident under investigation and the basis for testing the employee,
- (b) is signed by a person authorized to legally bind the employer,
- (c) is retained by the employer for at least three years, and
- (d) identifies the loss to employer, indicates the employee had access to the property, and explains the basis of the employer’s suspicion that the employee was involved in the incident.

—Adverse employment action cannot be taken against an employee on the basis of polygraph test charts or the refusal to take a polygraph test, without additional supporting evidence.

—Under these exemptions, the employee shall: (1) be permitted to terminate testing at any time; (2) not be asked questions concerning religious beliefs or affiliations, political beliefs or affiliations, racial beliefs, sexual behavior, beliefs regarding unions or labor organizations, or questions that may needlessly intrude on or degrade the employee; (3) be exempt from testing if a written waiver is presented by a physician or psychologist; (4) be informed in advance of the date, time, and location of the test and may obtain legal counsel or employee representation; (5) be informed that the employer or employee may record the session; (6) be informed of legal rights and remedies concerning the testing; (7) be provided with an opportunity to review all questions in advance of the

testing; and (8) be provided with all questions and corresponding charts and any results, opinion, or conclusion rendered by the examiner.

—Minimal restrictions for examinations are: (1) tests shall be conducted for at least 90 minutes; (2) examiners shall not conduct more than five polygraph tests on one day; (3) conclusions and opinions are based solely on analysis of polygraph charts and do not contain any recommendation concerning employment of the examinee; and (4) examiners shall maintain all records, charts, and other materials for three years following the administration of the test.

—Information acquired during testing can only be disclosed by the examiner or employee to: (1) the examinee and other persons designated by the examinee; (2) the employer that requested the test; and (3) any court, government agency, mediator or arbitrator requesting testing or pursuant to a court order.

—The Department of Labor is currently developing additional rules and regulations concerning this law. These rules and regulations will be available by September 27, 1988.

Recently, abuse of polygraph tests in commercial settings or investigations have led to an increasing number of judgments and settlements based on civil rights abuse and defamation. Psychologists and legal experts have noted that the courts’ willingness to favorably view these cases will be an additional deterrent to polygraph testing by employers. This law requires employers to provide employees with a written document noting their suspected involvement in any specific incident testing, prior to requesting they participate in polygraph testing. This requirement may reduce an employer’s willingness to use the polygraph even in specific incident testing. For further information contact the author at APA, 1200 Seventeenth St., N.W., Washington, D.C. 20036.

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SIOP Committees—How the Committee Selection Process Works

W. W. Tornow
Chair, Committee on Committees

The majority of the Society's business is conducted through its committee structure. Now that the 1988–1989 committees are well in place, and a self-nomination form for 1989–1990 is already being published in this issue of **TIP**, it is appropriate to give some background and describe how the committee selection process works.

To begin, it is the responsibility of the Committee on Committees to recommend appointments to all other standing committees to the incoming President. Special effort is made to see that each year some members of the Society who have not served in the past are appointed to standing committees. The Committee on Committees also is responsible for identifying Society members to be nominated or appointed to APA Boards and Committees.

More specific to the committee selection process, the Committee on Committees prepares a recommended roster of next-term committee members. The selection factors that go into the recommended roster are as follows:

- Starting with the current committee members, each chair is asked to provide performance ratings and recommendations for continuation on each committee member.
- Continuing members of committees are then decided based on a review of performance ratings, recommendations from committee chairs, and tenure eligibility.
- Additional openings in the roster are then filled from (1) those who volunteered for the previous year, but could not be placed, and (2) those volunteering in the current year.
- Volunteers' priorities for type of committee are honored whenever possible.

Lists of recommended persons are then forwarded to the President-Elect, who makes final selections in consultation with the incoming committee chairs.

The Society has several policies to guide the committee selection process. Their underlying purpose is to provide the maximum amount of opportunity for the greatest number of interested Society members to become involved in the committees. At the same time, balance is sought

to assure a certain amount of committee membership continuity and experience mix. The committee selection policies cover tenure and service on multiple committees.

1. *Tenure on Standing Committees:* A Society member may serve a maximum of 3 consecutive years on a given standing committee. If appointed to chair that committee, a Society member may serve on it for an additional period of 2 consecutive years. The rationale behind this policy is to allow individuals to provide sustained contributions to a given committee, while at the same time insuring that the composition of the committee is periodically changed. There are exceptions to this policy for certain committees where the tenure restriction of three years does not apply, but where membership is reviewed annually. For example, State Affairs and **TIP**.
2. *Service on Multiple Committees:* In general, a member of the Society shall serve on no more than one standing committee at a time. However, an individual may serve concurrently on (a) a standing committee and one or more ad hoc committees, or (b) two standing committees if one of these is to review conference programs. In general, however, service on multiple standing committees is not encouraged. The purpose of this policy is to promote service on committees by a maximum number of interested Society members.
3. *Nominations for Committees:* A Self-Nomination Form is published in the November and February issues of **TIP** to provide Society members an opportunity to volunteer for committee service, as well as to state committee preferences. Society members who already are members of a Society committee do not have to re-nominate themselves for the following year with a self-nomination form, unless they want to communicate a change in committee preference or will be ineligible to continue because of tenure.

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A Little Knowledge II: Out of the Frying Pan

Lawrence S. Kleiman

The University of Tennessee at Chattanooga

This is the second installment of the continuing saga of Billy Bob Jones. As you may recall (you have forgotten already!—see TIP, February 1986), Billy Bob was an ice cream scooper at Baskin Robbins who, based on PAQ results, realized he was “qualified” for the job of surgeon. Unable to refute the “scientific” evidence presented by Billy Bob, the Personnel Director was forced to hire him. Now, it is one year later.

Personnel Director: Thanks for coming to my office, Billy Bob. I need to have a serious talk with you about your job here. I tried to see you last week, but you were on vacation.

Billy Bob: Yeah, I was in Dallas. I read there was a SLOP Convention, and I thought I could pick up some food for my pigs. Turned out it was a SIOP, not SLOP Convention. But it was real interesting. You could say it gave me some food for thought.

Personnel Director: Well, I’m happy for you. But let’s talk about your job here as surgeon. It’s been a year now and you’ve done nothing but sit around practicing your scooping motion. Your annual performance appraisal just came in. You were rated a one on a five-point scale. I’m afraid I’m going to have to fire you.

Billy Bob: I was a bit fearful of that. That is, until I went to SIOP. Based on what I learnt there, I’ve concluded that you can’t fire me.

Personnel Director: I don’t know what you learnt, I mean learned, but I do know that you’re gone—as of Friday.

Billy Bob: Not so fast now. While at the convention I overheard one of them doctor fellers (you know, the important people with a name tag and stuff) say that global performance ratings are illegal and won’t stand up in court as a basis for discharge. (He recommended BARS ratings. It sounded strange to me, however. If my boss did his ratings in BARS, he probably couldn’t stand up in court, either).

Personnel Director: I see what you're trying to do. But it won't work. We'll fight you on this one!

Billy Bob: Then there was this other doctor feller who mentioned "employment-at-will." Seems to me we made an implied contract for life-long work when I was hired. If you fire me, you'll break that contract. That would be illegal.

Personnel Director: I said nothing about life-long work when I hired you.

Billy Bob: Well, you did say it was a decision you'll regret for the rest of your life. That's close enough, I would think.

Personnel Director: Look, Billy Bob, I like you, and I don't want any trouble. But you just can't sit around here scooping all day. How about if we transfer you to a less critical job? Would you like to work in the dessert section of our cafeteria?

Billy Bob: Didn't I hear one of them doctor fellers mention the word "retaliation?" No, I've got a better job in mind. How 'bout Personnel Director?

Personal Director: Now wait a minute! That's my . . .

Billy Bob: Yeah, if I was Personnel Director, I could really make some big improvements around here. The SIOP folks gave me some great ideas.

Personnel Director: Like what?

Billy Bob: First, I'd enrich the surgeon's job. It has no skill variety. All they do is cut, cut, cut. Their motivation potential score (MPS) must be real low.

Personnel Director: And what (I'm afraid to ask) would you do to enrich it?

Billy Bob: That's simple. Have them use a variety of their talents so that they won't be so bored. They could clean bedpans, complete insurance forms, drive the ambulance, etc. I bet their MPS would go through the ceiling!

Personnel Director: Something would go through the ceiling, I'm sure. Any other ideas?

Billy Bob: Hey, you ain't heard nothin' yet! I'm worried about them nurses. They're so smart and all, yet the doctors treat them like dummies—don't let them make any of their own decisions. They need to participate in decision making. At SIOP I learnt about the Vroom-Yetton Model. It has somethin'

to do with a decision tree (they don't grow them kind where I come from). Anyway, before each surgical procedure, they can refer to this tree and see who should make the decision.

Personnel Director: Stop! I quit! You can have my job. I'm going to retire and become a farmer.

Billy Bob: That's a good idea. You should write to Vroom and Yetton and ask them to send you seeds for growin' some of their decision trees. You could make a fortune selling them to hospitals!

SIOP Calendar

TIP deadline for February issue	December 1, 1988
Deadline for Nominations for APA Awards to be received by SIOP Awards Committee (details elsewhere in this issue)	December 1, 1988
Submission deadline for 1989 APA Annual Convention—New Orleans	December 15, 1988
Deadline for Nominations for SIOP Awards (more information elsewhere in this issue)	January 1, 1989
Pre-SIOP Conference Workshops—Boston	April 28, 1989
SIOP Annual Conference—Boston	April 29–30, 1989
APS First Annual Convention—Arlington, VA & Washington, DC	June 9–11, 1989
SIOP Pre-APA Workshops—New Orleans	August 10, 1989
Annual APA Convention—New Orleans	August 11–15, 1989

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The Research Consortium: Sharing Data, Resources, and Headaches

David W. Bracken
BellSouth Corporation

Thomas M. Stutzman
Organizational Innovations, Inc.

[Author's Note: This article is based upon a symposium conducted at the 1988 SIOP meeting. The authors would like to thank Barbara Kruse, Mike Moomaw, Steve Motowidlo, and Nancy Rotchford for their input. This article is dedicated to the memory of John F. White, III.]

The popularity of group research efforts in Industrial and Organizational Psychology, often formed through a consortium of companies, continues to grow. Two very different forces are currently supporting this trend: 1) The use of benchmarking by corporations that wish to gauge the effectiveness of current or proposed programs through a comparison with other organizations, and 2) the validity generalization groundswell in the I/O community which supports the application of tests and other measurement systems across multiple settings.

These two forces, in turn, lead to the formation of two basic types of research consortia. The benchmarking movement draws on the willingness of organizations to share information through what we call a **Data Consortium**. An example of a Data Consortium is the Mayflower Group, formed initially to provide a means for generating comparative data from the attitude surveys conducted by member organizations. In the case of the Mayflower Group, an actual normative data base is established based on a core of questions included in the surveys of each company. A Data Consortium can also share "softer" information, such as experiences with different programs and practices by participating companies, or data on one specific topic of interest to two or more organizations.

The second type of consortium we call a **Product Consortium**, formed primarily to generate some product which can be used by each of the participants, often resulting in shared ownership of the product. Selection tests are often good candidates for development by a Product Consortium since the consortium can result in increased sample sizes and reduce the demands on internal resources for each participating company.

Each of these two consortium types can, in turn, be categorized by their charter and membership status. The basic question is whether the consortium is formed on an **ad hoc** basis, to be dissolved upon completion of one project, or remain as a **standing** organization with ongoing relationships, such as Mayflower. Some hybrid combinations of these

consortia also exist, such as the Life Office Management Association (LOMA) and the Edison Electric Institute, each having industry-specific members which may create subgroups to support a given project.

In addition to its original charter, a consortium may serve other purposes. Whether of the Data or Product type, participating companies will also benefit from informal networks which are formed. In some instances, these informal networks result in secondary projects. Many consortia will supplement their meetings with speakers and presentations in areas of general interest to the representatives.

However, consortia are not without their problems. The requirement to satisfy the needs of all participants often results in a feeling of "I'd rather do it myself!" Problems can arise with mutual obligations, membership, charges of unfair competition, timelines, flexibility, contracts, confidentiality, and a bevy of other issues. Consultants are often used to coordinate Product Consortia, and the relationships between them and the companies requires careful definition and monitoring. Issues such as these are described more fully below as we consider the perspectives of organizers, participants, and consultants involved in consortium efforts.

The Organizer

Product Consortia: The Organizer of a product consortium, whether ad hoc or standing, has a series of challenges to overcome, each of which potentially threatens the likelihood of participation, and, eventually, acceptance of the final product. For example, the Organizer may have the initial responsibility of identifying the need for a product, perhaps through surveys of potential participants, through informal contacts, and/or through a committee structure. Only if the needs are correctly identified, and a common need defined, will the consortium get off the ground. In addition, a careful operational definition of this common need will prevent further misunderstandings as to the purpose of the consortium and the nature of the product.

Gaining Participation: As mentioned above, consortia do not exist without some purpose. The organizer of any type of consortium must not only have a specific purpose in mind prior to soliciting participation, but must involve prospective members in refining that purpose so that the needs of their organizations will be met. Organizations will not participate in consortium efforts unless they feel some ownership of the process used, and of any outcomes which result. More importantly, persons who agree to participate may not be prone to actually complete the required work associated with participation unless they do have this sense of ownership. Thus, even if an organizer has a specific purpose for the consortium which can be viewed as desirable by others, the organizer

must allow flexibility in how that outcome is achieved for members to actually participate.

A second problem faced by the organizer of a consortium is that the initial contacts who agreed to participate are often off doing something else (i.e., have changed jobs) when actual participation is required. There is no easy way to deal with this problem and organizers must be aware that they will constantly have to "sell" participation. However, two things can minimize this problem. If participation can be required quickly after solicitation, there is a good chance that the same persons will be in the same jobs. Secondly, an organizer should attempt to make multiple, related contacts in an organization to enhance the probability that contact continuity will be maintained.

Data Consortia: Organizing a data consortium also requires care in specifying the information and methods to be used. By its nature, the data consortium can present a special challenge to the organizer to ensure that participants will be willing to share information on a common level of accuracy, comprehensiveness, and, perhaps most importantly, candor. This typically requires that the organizer establishes a method for maintaining confidentiality and some guidelines for data submission.

The Participant

Membership: One of the first questions participants in any type of consortium will wrestle with is membership. Naturally, this topic is of greater concern for standing consortia where relationships are easier to create than dissolve. Nonetheless, participants may need to be concerned not only with the quality of the membership, but the need to avoid the appearance of forming alliances which might have antitrust implications. The opposite occurs in some cases, in which competitors decline to participate in cooperative ventures. Each of these considerations points to the need for a member screening and acceptance process, ideally outlined in a set of bylaws endorsed by the membership. In the case of the standing consortium, minimum standards for maintaining member status should also be explicitly stated.

Once a standing consortium is established, more times than not the participants must find a means to ensure that the various duties are carried out to maintain a functioning group. In the case of some product consortia, such as LOMA, a full time coordinator has been used. More typically, as in the case of data consortia like Mayflower, the organization is run by volunteers drawn from the participating companies who must run the consortium in addition to their regular full time work responsibilities.

Product Consortia: Participating in a product consortium has both advantages and disadvantages in terms of methodology and economics. For

example, the advantages can include increased sample sizes and better access to resources, including the expert knowledge that resides in each of the participating organizations. A very important economic advantage is the distribution of costs across organizations, which is often the primary motivation for joining a product consortium.

Participating in a consortium which generates a product that has some potential for future litigation, such as a test or performance appraisal process, also has inherent advantages and disadvantages. On the positive side, one could argue that there is strength in numbers, coupled with greater confidence in the methodology provided by this type of research. On the other hand, the participant might wonder if the consortium presents a bigger target for some agency such as the EEOC, and what shared liability there might be as specified by the agreement among the organizations.

Other disadvantages on the methodological side include loss of internal control, the aforementioned dependence on others for quality of information, fit to the companies' cultures, and the oft-occurring delays in delivery. Economic problems could occur if the agreement binds an organization to recurring costs, such as usage fees. The participants also require explicit understanding of the boundaries for implementation and ongoing administration, as well as methods to ensure that the product is not compromised through improper usage or security.

Data Consortia: The standing data consortium draws much of its strength from stability and continuity which allows its members to establish a quality data collection, processing, and dissemination process. The advantages to such an arrangement are not difficult to imagine, including establishment of norms, trending, industry groupings, confidentiality arrangements, networking, and ongoing process upgrades. Unfortunately, the processes which ensure continuity and consistency also inhibit flexibility around issues found, for example, in survey consortia, such as item wording, scaling, item administration, and flexible norms.

The advantages and disadvantages of the ad hoc data consortium are basically a mirror image of the standing consortium situation, where flexibility can be maximized, but continuity and stability are sacrificed.

The Consultant

Membership: One of the principle challenges faced by a consultant in dealing with a consortium is meeting the needs of the different consortium members. As mentioned previously, part of this challenge is keeping up with the individual members who may be constantly changing, and keeping up with the changing goals and directions of member

organizations. Depending on the structure of the consortium, the challenge can be either great or simply difficult.

The simplest situation is one in which the consultant must deal with one member or a small group of members who then deal with entire membership (i.e., a centralized consortium). When such a structure does not exist, such problems as varying member needs, geography, and the varying technical expertise of members present further challenges.

Product Consortia: When dealing with the development of consortium products, the consultant often must play a number of roles. These roles include facilitating the achievement of consensus by the members concerning the desired outcome, providing technical expertise regarding the most effective process to be used to achieve the outcome, and predicting the future in developing a formal plan to implement the product agreed to by the membership. This last role is often the most difficult and the most important. As the number of interrelated parts increases (i.e., consortium members), the chances of problems occurring during development increase. The keys are for the consultant to have a firm foundation of agreement and support prior to beginning product development, for the consultant to build in flexibility in both the process and timeline for development, and for the consultant to realize that he or she must not attempt to meet all individual member needs at the cost of missing the group's stated need.

Data Consortia: Data consortia are somewhat easier to deal with from the consultant's perspective once the consortium is formed and once the goals have been agreed upon. While the same challenges are presented regarding the changing nature of the consortium, and the need for flexible timelines, these problems are less severe. The chief problem faced by the consultant with data consortia is getting open, quality information from the members. Organizations often agree to participate in information exchanges, thinking of all that they have to learn about others. When it comes to actually sharing information about themselves, organizations often change their minds about participating and/or gloss over their problems when reporting. The consultant must be aware of these tendencies. If appropriate, the consultant must develop information sharing processes which protect those reporting from being identified, and in some cases must serve the consortium to the detriment of the individual member by policing the data that are exchanged. As with the product consortium, the consultant is responsible for seeing that individual needs are met, but not at the expense of the group goal.

Conclusion

The title of this article attempts to say it all: A consortium is about sharing resources and/or data, and as such can be a significant resource

for organizations, large and small. On the other hand, the potential headaches are numerous, and, without planning and foresight, can be disastrous. It is our belief that the proliferation of consortium projects speaks to the most frequent case of the benefits outweighing the liabilities. We do believe, though, that it is the rare instance in which participants do not wish that some aspect of the research could have been done differently. This article has attempted to provide some perspectives and thought provokers for those of you who are about to venture into consortium research in hope that some of the headaches can be avoided.

NOTE: We are interested in learning about your experiences with consortia so that we may continue the development of our model. If you and/or your organization have participated in a consortium effort (or multiple efforts), we would like to hear from you. We have developed a brief questionnaire about such experiences and ask that you complete it. If you are willing to share this information, either write to: **Thomas M. Stutzman, Ph.D.**, Organizational Innovations, Inc., 2 Whitsett Street, Greenville, SC 29601; or call Tom at (803) 233-5122.

CALL FOR NOMINATIONS

The Fellowship Committee of Division 14 would greatly appreciate nominations of candidates for Fellowship status. Nominees must have a doctoral degree ("... based in part upon a psychological dissertation, or from a program primarily psychological in nature..."), have been a member of APA and Division 14 for a year or more, and be at least 5 years post-Ph.D. They may be Fellows of other divisions; our concern is to honor those who have made "... unusual and outstanding contributions..." to I/O psychology and who have not yet been recognized, formally, for their efforts.

Please forward names of those people you would like to sponsor or think *should* be sponsored to:

Richard J. Klimoski
Chair, Division 14 Fellowship Committee
Department of Psychology
Ohio State University
Columbus, Ohio 43210

Some Things Non-I/O Psychologists Should Know About I/O Psychology

Paul W. Thayer
North Carolina State University

[Author's Note: This paper is based on an EPA Invited Address, April 22, 1988, in Buffalo, New York, given while most of you were cavorting at the SIOP Annual Conference in Dallas. As the audience was made up primarily of academicians, I tried to choose items which might interest them and which might promote common interests.]

One reason for wanting to speak to an EPA audience was to promote a greater I/O presence on future EPA programs. Another reason for my wanting to talk to more traditional colleagues stemmed from experiences I've had in reviewing letters of reference for graduate student applicants. It is clear from the comments in some of those references that a number of my colleagues, especially those in experimental, social, developmental, etc., believe that I/O psychologists are pure practitioners, with little need for an understanding of statistics, research design, theory, etc. I remember one such letter quite well. It said, "Mr. X is personable and very effective in interacting with others. Despite his low GRE quantitative score, I believe he would be a very strong candidate for your Industrial/Organizational program." Later, I'm going to give you a quick glimpse at the guidelines for doctoral training in I/O promulgated by the Society for Industrial and Organizational Psychology (SIOP). I hope when I am through that you will believe that a quantitative ability is essential. And the verbal ability better be pretty good, too.

Fortunately, I have had some help from a number of colleagues in choosing what is included, some of whose work will be referred to. I will start with a quick overview of the kinds of things we are concerned with. As we have been regarded by many as dust bowl empiricists with little thought for theory, I will then talk about some of our recent conceptual and more generalizable endeavors. I'll next provide a few examples of I/O work that might be of special interest to those of you in differential, developmental, social and experimental psychology, in that order. These will NOT be representative of the field, but will be examples I thought would be of interest to this audience. Then I'll tell you how we think an I/O psychologist ought to be educated and trained. I'll give you a quick look at employment prospects. Last, I'll make a few personal pleas on behalf of my field.

In my G. Stanley Hall lecture (Thayer, 1983), I pointed out that most of us spend half of our waking hours at work, and that work is an important source of accomplishment and achievement. Society is also dependent upon the productivity of its organizations and citizens. I then described the field as follows:

"Industrial/organizational (I/O) psychologists are concerned with both individuals and organizations. American business, industry, and government are turning increasingly to I/O psychologists . . . About a third of us are employed by business or industry, a third by academe, almost 10 percent by government, and about 20 percent by research or consulting firms. . . .

"We specialize in a wide variety of activities: selection, placement, management assessment, performance evaluation, job attitudes, motivation, training, career planning and development, organizational development, team-building, job redesign, environmental design, optimizing human-machine systems, safety, consumer behavior, advertising research, and so forth. . . . We wish to enhance the quality of life for the individual at work and for the consumer, as well as make the organization more effective. We want to enhance the output of individuals, but we are also very much concerned with their ability to gain considerable satisfaction from their day-to-day activities. We may restructure the organization, modify compensation systems, redesign the work or the workplace itself, or do a number of other things that would make both the individuals and their work more effective in both personal and organizational terms."

We don't do these things willy-nilly. Much that we do is based on extensive research and/or theory. In many instances, it is essential that we do research before we act. In others, we will insist upon research as part of the intervention.

Paul Sackett (1986) presented three kinds of data to help define our field: some results of job analyses of what SIOP members do on their jobs, data from an archival study of major I/O journals, and a content analysis of the workshops SIOP holds before each APA convention and its own annual meeting.

Based on an examination of these data, Sackett says, "The core activities of practicing I/O psychologists are clear: the design and validation of selection systems, job analysis, the design and evaluation of performance appraisal systems, the design, delivery and evaluation of training programs, attitude survey research and organizational interventions based on survey results, and the design and evaluation of compensation systems. The redundancy in the last sentence is intentional: the repeated use of 'design and evaluation of systems' highlights the fact that most of the work of I/O psychologists does not involve one-on-one work intended to benefit a single individual, as may be the case with much clinical, counseling, and school psychology work. I/O psychology is not a 'helping profession' in this sense. The benefits to the individual are indirect: better selection and placement systems lead to a better match between individual skill and temperament and job requirements; improved

performance appraisal systems may lead to a decrease in the use of favoritism in promotion decisions; survey research may uncover the need for changes in work rules, pay policies, or approaches to supervision, leading to increased job satisfaction. . . . we value our identity as scientist/practitioners. The nature of effective practice requires both roles: the possession and everyday use of an arsenal of research skills is central to functioning as an effective I/O psychologist." (1986, 21-22).

Well, enough about what we are. Do we do any good? I think we do. For example, there is much we know about selection, including how lousy—invalid—the typical selection interview is. We also know a lot about other selection methods. I was amazed 11 years ago when I was being screened for academic positions that the procedures used were fairly unsystematic and of questionable validity. It is interesting that psychologists who are trained in measurement forget the need for standardization when making comparisons among potential colleagues. For those of you concerned with selecting new faculty, I think that I/O psychology could offer you a number of interesting ways to improve your results.

Let me move now to some of the major issues we are addressing today. Since the 1930's, I/O psychologists have noted how validity coefficients for a given selection test have varied markedly from setting to setting—from high positive in one place through zero to slightly negative elsewhere. We believed that this variability occurred because jobs, work environments and labor pools differed from company to company, or from geographical location to location.

A little over a decade ago, Schmidt and Hunter began turning out two or three studies a year designed to overturn this cherished belief of validity specificity. Using meta analytic techniques on samples of tens of thousands, they demonstrated that variations in validities among settings were typically the result of statistical artifacts: small sample size, test or criterion unreliability, range restriction, clerical errors, etc. Indeed, they made the claim: "Professionally developed cognitive ability tests are valid predictors of performance on the job and in training for all jobs . . . in all settings" (Schmidt & Hunter, 1981, p. 1128). They add that use of such tests could literally save billions of dollars per year.

Not everyone accepts such sweeping statements, but their general findings of validity generalization are now fairly well accepted. The courts in EEO cases have begun to accept their argument and attempts are being made to bring the EEO Uniform Guidelines up to date. Indeed, it is clear that it is often better to rely on the generalization of validity from a number of studies than it would be to conduct a local validity study when the N size would be small or reliable criteria for measuring job performance were not available.

As academicians, we might think about that conclusion. Validity for the GRE's, for example, bounces around a lot from graduate program to graduate program (Educational Testing Service, 1986). A recent report shows variations in GRE-V validities from the minus .30's to the plus .70's, with a median of about plus .35. If I were an old time validity-specifist, I'd decide I have to do a local validation study before using the GRE at NC State. Given what we've just covered, that is not my view. I'm sure part of that wild variation is the result of range restriction on the graduate grade-point criterion. Another part is surely the result of small sample sizes for each coefficient. I am now paying less attention to my own department's results and am looking at the distributions of all validity coefficients.

But, back to Schmidt and Hunter. They are now pursuing a related issue (Schmidt, Hunter, Outerbridge and Goff, 1988). Most of you know that the relationship between mental ability and performance is linear; the higher the ability, the higher the performance, on average. We see this in SAT-GPA relations and also on many, many jobs, as just indicated. We also know that the relationship between experience (practice) and performance is nonlinear; the rate of performance increase levels off with practice and eventually plateaus. Their most recent investigation dealt with the joint relation of mental ability and experience with job performance. Is the relationship of experience and job performance different for high and low ability workers? Those of you who have looked at this in the learning lab might have a prediction.

The answer to the question is important for many reasons, including the important issue of test utility. If the prediction varies, our utilities may be higher or lower over time than our initial validity study shows. Schmidt, et al. investigated three hypotheses: *divergence*—as job experience increases, performance differences between high and low ability workers will increase; *convergence*—as experience increases, ability becomes less important as job experience overwhelms ability and performance levels converge; and, *noninteractive*—experience increases performance at the same rate (and plateaus at about the same time) so that the ability differential in performance is maintained. They looked at ability, experience and performance data from four military specialties for about 1500 soldiers. Using a wide variety of measures, they found support for the noninteractive hypothesis. Initial performance differences are maintained with increased experience. Thus test validity remains relatively constant over time—at least up to five years.

For those of you who find these results contradictory to your experiences with SAT-GPA relationships over several years of college experience, I recommend their paper.

So those are tidbits for those of you interested in tests and measurements and differential psychology. If there are developmental

psychologists in the audience, you might be especially interested in the next part of this talk. In August, Ann Howard and Doug Bray's book, *Managerial Lives in Transition: Advancing Age and Changing Times*, will be published by Guilford Press.* This book deals with a study of over 800 Bell Telephone System managers who were studied intensively over several decades. The first group of about 300 were the subjects of the first assessment centers starting in 1956 (Bray, Campbell, and Grant, 1974). These managers were tested and interviewed periodically over this entire period. In addition, new groups were followed at later intervals. As comparable data were collected, it is possible to make some statements about generational and cultural differences between the older and younger groups of managers. These data give us a better picture of how *normal* people change during their adult lives, and give us some idea of the extent to which the changes which occur are normative or age-related as opposed to changes resulting from cultural events.

Ann and Doug have been good enough to share some chapter drafts with me. First of all, good news. Midlife crises are not as common as some would suggest. Those that will have them can be identified early on. Those who will have them usually have had similar crises already. Of greater interest may be the fact that the new generation of managers have poorer interpersonal skills than their predecessors, especially with regard to oral communications and behavior flexibility. Unfortunately, they seem unaware of these deficiencies. (Part of that lack of awareness may stem from our failure to demand good written and oral communication skills, although I admit we have tough competition in rock lyrics, radio and television announcers, and the writing in many periodicals.)

The new generation of managers are more independent, more detached from societal institutions such as church, family and community, and less likely to engage in community service. They are more motivated toward individual achievements than their predecessors. A worrisome finding is that they are less ambitious with regard to advancement, less likely to seek leadership roles, and are not as motivated to pursue a management career. It is not clear what this will mean for the nation's productivity, but it is a concern.

Women come out of this study very well. They are clearly as qualified for management as men, and tend to have better verbal and creative abilities. They tend, however, to have lower quantitative skills and to be less informed about the outside world. Not surprisingly, they are more ambivalent about potential conflicts between family and career, and this may affect their commitment to work. They also have a tendency to focus even more than men on individual achievement, which may hurt them when political skills may be important.

*Editor's Note: This book is now published.

Of considerable interest are data which refute the organization man myth that over the years managers are forced into the organizational mold. It seems that these people became more *dissimilar* with age. In addition, as time goes on, they lose their idealism about the company, become more interested in work and achievement, and become more realistic about their own capabilities and less interested in advancement per se. Verbal abilities *increase* with age, and managers get tougher, and better able to resist stress.

There are interesting data on minorities and some interesting conjectures as to challenges facing industry and the nation. I recommend that all of you read Howard and Bray's book when it comes out.

As the social psychologists in the audience know, we have struggled with the problem of understanding leadership and leader behavior for decades, with only limited progress. Gary Yukl has recently proposed a taxonomy which may be helpful in conducting research and developing theory in the broad sense (Yukl, 1987). He has carefully pulled together the concepts from nine theories and developed an integrated model of managerial behavior. Of considerable value is a section which compares concepts across all previous models, so that one can clearly understand what is being substituted for what, and what, if anything, may be lost in the integration.

For those of you interested in the application of operant theory to real life settings, Judi Komaki of Purdue has been doing some work which I regard as revolutionary. Komaki has applied operant theorizing to a careful study of what supervisors do and the impact that it has on subordinate behaviors. In a series of studies, she has developed an instrument for monitoring the behavior of supervisors, and has been able to distinguish between the behaviors of effective and less effective supervisors on two major behavior categories, monitoring behaviors and providing consequences for those behaviors (Komaki, Zlotnick, and Jensen, 1986; Komaki, 1986). Contrary to what you might expect, it is monitoring which seems to be a crucial factor in management behavior. Providing consequences is a critical discriminator between effective and marginally effective managers only when monitoring is sufficient in both groups. The differences I am talking about are very small, 2.9% of the time for effective managers and 2.0% of the time of marginal managers spent in monitoring. Yet this is *the* clear difference between the behaviors of the two kinds of managers (Komaki and Citera, 1987).

In this laboratory study of the effects of various supervisory behaviors, she gives some insight into this interesting finding. It appears that a supervisor's monitoring behavior—"How are things going?—Have you the results of that test yet? How is Bill doing on that project?" has a high probability of yielding responses from the subor-

dinate which lead to the supervisor providing consequences—"That's good. I appreciate that." When a supervisor spends the same time providing instructions instead of monitoring progress, there is less interaction, and less probability of providing consequences.

Komaki says, "... we now understand why monitoring is important. Just as significant, we have seminal evidence indicating the critical, but often neglected, role of subordinates in the supervisory process. Subordinates' talking about their own performance may set in motion the ever spiraling events of manager consequences and monitors. Just as we have begun to identify what behaviors constitute effective supervision, a particularly intriguing line of research would be to identify what behaviors constitute effective followership" (Komaki and Citera, 1987, p. 34). In my view, her work will have a significant effect upon theory and practice in this area. It has already changed my views of ways to enhance supervisory effectiveness.

For those interested in human motivation, goal-setting, self-efficacy, satisfaction and performance, I can recommend the forthcoming chapter by Ed Locke of Maryland and Gary Latham of the University of Washington (Locke and Latham, 1987). They describe "the high performance cycle," an integration of decades of research which they believe states the essential conditions for both high productivity and satisfaction with work. The chapter is a very provocative, but well-reasoned integration of a great deal of empirical research—laboratory and field—and theory from a number of areas of psychology.

There is no way to summarize it here, other than to quote from their abstract: "The (high performance) cycle begins with high demands, in the form of challenging work goals or their equivalent, being made on the individual. Moderators of the effects of such demands are: ability, commitment to goals, feedback, self-efficacy and task complexity. Mediators of the effects on goals are: direction, effort, persistence and task specific strategies . . . High performance can lead to contingently based internal and external rewards. Rewards which fulfill the individual's values lead to job satisfaction. Satisfaction is likely to produce commitment to remain with the organization and willingness to accept subsequent challenges." Much of that will sound familiar. What is new here is the integration of all those concepts into a single theory of motivation and performance.

What does all this mean? Well, I can't cover it all, but a few points stand out. First, an effective organization—including psychology departments—must have high performance expectations and have the capacity to ensure that employees can get a sense of satisfaction from their achievements. New faculty, for example, cannot be given all the scut work, nor can their efforts be accepted as part of the "initiation

ceremony." Consistent with research findings, the model states that high job satisfaction is the *result* of high performance, not the cause. The model also clearly points to the manager's responsibility for adequate training, performance feedback, and the development of self-management systems. All this may sound like "common sense," but I believe that we may be approaching a time when we will have theoretical and data-based prescriptive statements for managers (including department chairs) which will help subordinates. Perhaps the cheap managerial prescriptions will finally be called into question.

Finally, I want to mention some thinking Irv Goldstein and I have been doing on transfer of training. We have been increasingly disturbed with two things, the dearth of research demonstrating the effectiveness of various kinds of training, and the lack of transfer of much training to the job. As to the transfer issue, there are many variables that have received only casual attention. We refer to a number of organizational variables which we characterize as facilitators and constraints to transfer. At the moment, we have assembled a fairly comprehensive list of variables which may facilitate or constrain transfer back to the job. One of Irv's doctoral students at Maryland, Jan Rouiller, is currently developing an instrument to measure the "organizational climate for transfer of training."

There are many variables which we suspect inhibit transfer, and many that will enhance it, such as a supervisor encouraging the employee to try her/his new skill, even if errors are made. We are trying to develop an instrument which will assess in advance the climate for transfer so that we can take appropriate action to correct any climate conditions. We are convinced that many training programs are ineffective because what is learned does not transfer to the job. Many are dropped which should be retained. If we can approach this problem systematically, we might save this nation some of the billions of dollars spent annually on wasted training efforts. This problem is not one experimentalists normally consider when looking at transfer issues, but it is a problem of major dimensions in both public and private sectors.

The examples I've given should disabuse people who think we will accept low quantitative ability students. SIOP (1985) has recently updated its doctoral education and training *Guidelines*. The existence of these *Guidelines* does not suggest that SIOP is interested in APA accreditation. On the contrary, we believe that accreditation serves as a strait-jacket on scientifically oriented disciplines. We mean it when we say we are scientist-practitioners. As Dan Ilgen of Michigan State said in a letter to me, "We say that I-O psychology is the science and practice of psychology as it relates to people in organizations. Actually, we lie; we are science all the way. This is because our practice is the practice of science."

The *Guidelines* are set of recommendations both as to domains to be included in a program of study, and the various methods through which those domains might be covered. Specifically, SIOP lists 21 areas of competence believed important to doctoral level I/O programs, running from history and systems of psychology, through several different theoretical domains, through specific content more or less special to I/O psychology in which there is much knowledge and many skills to be acquired. We suggest that there are several methods of acquisition, some of which may be used more than others: formal course work, independent study, supervised experience and field research, on-the-job training, and modelling/observation. I should add that the competencies listed are derived from the job analyses referred to at the beginning of this talk. We try to practice what we preach.

I think you will agree that high quantitative and verbal abilities are essential to mastering these competencies. If you are considering starting an I/O program or revising an existing one, single copies of the *Guidelines* are available free from SIOP's office.

Graduates of I/O programs are employed by universities, business, industry, government, the military and by research and/or consulting firms. At the present time, employment opportunities are very good and will probably stay that way into the next century. All is not rosy, however. There is a tendency in business and industry to pay lip service to both research and the human resource function. When the economic crunch occurs, those in personnel or research often go first. Those in personnel research may lead the parade. So, like all roses, ours have some thorns.

Before I close, I'd like to share some suggestions my colleagues made when I asked for help with this talk. Some are reflective comments, and some are pleas for help from you.

Bob Guion of Bowling Green State and departing editor of *JAP* asked that I make clear we are not just the "servants of power." We have been accused of that on more than a few occasions, sometimes justifiably.

Marv Dunnette of Minnesota reminded me that we do both the employee and the organization real services. We recognize and measure differences among people and among jobs and help to make a better match through better selection methods, improved career development programs and by designing and redesigning jobs and equipment. In contrast to our record in the first half of the century, we recognize that women and minorities have the right and ability to work and we've been leaders in developing guidelines to assure that measurement methods do not become instruments of discrimination. We also conduct surveys of employer and employee attitudes to facilitate understanding between them. And we help both sides through better training, better communica-

tion, and better decisions as to personnel practices, rather than some of the flashy, glitzy gimmicks that they are sometimes prone to fall for—NLP, left-brain, right-brain, etc.

Paul Sackett at Illinois at Chicago asked me to remind faculty search committees that potential candidates for I/O positions be viewed differently from those in other areas. The I/O applicant is typically fresh from graduate work and so will have fewer publications than the experimental, social, developmental or you-name-it candidate who may have had a few post-doctoral years with which to fatten the vita. I would add that the I/O psychologists research studies may take a couple of years if they are done at the workplace, because research sites must be negotiated, and data are gathered from people busy with achieving the goals of the organization, not serving as docile subjects.

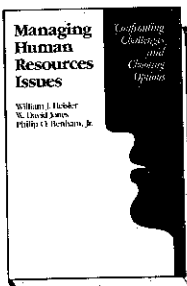
Bob Guion also had a request to make of some of you, even though he was somewhat less than tactful in phrasing it. "They need to know that they could be working on things of interest to us if they would look up from their trivia long enough. For examples, (a) memory (really long term—like months on end) and the factors that affect it in things like annual and semi-annual performance appraisal, (b) the interacting role of work place and home life in determining health and coping reactions to stress (in either location), requiring more knowledge than we—or they—have about the psychophysiology of health, or (c) experimental social psychologists could devote more attention—with mutual profit—to long-standing groups as opposed to neonate groups or to groups of college students 'participating for course credit.' " He goes on, but concludes that "a symbiotic relationship could be mutually beneficial."

Hannah Hirsh of Baruch adds this statement. "We try to use scientifically cumulated knowledge to make decisions and give advice in the real world." She asks that if we come to you for advice, you give up some of your natural caution and help us in that endeavor. She recently asked a distinguished cognitive psychologist to give SIOP a tutorial on the implications for survey research of new discoveries in cognitive psychology. He declined, saying he knew only a little here and there. We have to make leaps at times. We can make better ones if we can get you to share your greater understanding. After all, the reader will never understand as well as the researcher who did the writing.

I think we have problems and information which could be useful to you, and you have problems and information useful to us. Let us get together in the practice of science. I think we could learn a lot from each other—and, have fun at the same time.

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William J. Heisler, W. David Jones,
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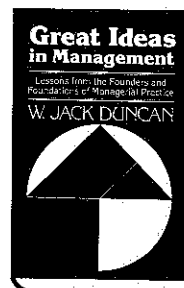
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Iotas

James L. Farr

A number of SIOP members have recently assumed administrative positions in their academic institutions. On August 1 **William Mobley** became the 20th president of Texas A&M University. In a recent phone conversation, Bill lamented that better organizational research is needed to guide CEO's! (Of course, the turnover area is an exception.)

Irv Goldstein will spend the present academic year as acting vice-president and provost of the University of Maryland's College Park campus. **Shelly Zedeck** is now the Director of the Institute of Industrial Relations, University of California, Berkeley. Also in California, **Andrew Imada** has been named the Director of the University of Southern California's Safety Science Center, located in Sacramento. **Howard Garland** has moved to the University of Delaware as the chair of the Department of Business Administration.

There are also a number of professorial job changes to report. **Larry Cummings** has accepted the Carlson Chair in Management, at the Carlson School of management of the University of Minnesota. **Dan Braunstein** is currently (until December) a visiting professor at the University of New South Wales, Australia, following a summer visiting at the Department of Information Systems at Copenhagen's School of Business. Members of the Department of Psychology at SUNY, Albany now include **Bernardo Ferdman**, **Kevin Williams**, and **Kathryn Kelley** as I/O coordinator. **Russell Cropanzano** and **Keith James** have joined the I/O program at Colorado State University.

Non-academics have been moving, too. **Terry W. Mitchell** has left LIMRA to join the Personnel and Vocational Assessment Group of The Psychological Corporation in San Diego. **Aubrey Strickstein** has joined the Human Resources staff at Pepsico. **Garry L. Hughes** is now a member of the staff of Psychological Consultants to Industry, Inc., in Pittsburgh. **Cabot Jaffee** and **Fred Frank** have established a new company, Electronic Selection Systems Corp., in Maitland, Florida, and will be applying simulation, video, and computer technologies to selection and development.

The Metropolitan New York Association for Applied Psychology (METRO) is celebrating its 50th anniversary this year and has recently elected the following officers: President—**John Hinrichs**; Vice President—Program: **Richard Kopelman**; Treasurer: **Sandra Marshall**; Secretary: **Joel Moses**; and Placement Coordinator: **Peter Wentworth**.

The Personnel Testing Council (PTC) of Metropolitan Washington has also elected new officers: President: **Merri-Ann Cooper**; President-Elect: **Lance Saberhagen**; Past-President: **Irene Gast**; Vice-President for Programs: **Deborah Wetzel**; Secretary: **Ellen Young**; Treasurer: **Jeffrey McHenry**; and Recorder: **Nancy Robinson**.

Frank Schmidt has been appointed chair of The Defense Advisory Committee on Military Testing which advises the military services with respect to all enlisted selection and classification testing and related research and development. **Fritz Drasgow**, **Linda Cook**, and **Alan Nicewander** have also been recently appointed to this committee.

Richard Kopelman was selected as the Outstanding Teacher at Baruch College. **Donald Cole** received an Outstanding O.D. Consultant of the Year Award at the 1988 O.D. Annual Information Exchange.

APA CONGRESSIONAL SCIENCE FELLOWSHIP PROGRAM

APA invites applications for its 1989-90 Congressional Science Fellowship Program. The program will sponsor two psychologists to serve as special legislative assistants on the staff of a Member of Congress or Congressional committee. Activities may include conducting legislative or oversight work, assisting in Congressional hearings and debates, and preparing speeches and briefing materials. Prospective Fellows must demonstrate competence in scientific and/or professional psychology and display sensitivity toward policy issues and a strong interest in applying psychological knowledge to national issues.

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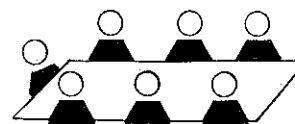
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The following Society members participated in Society committee and APA governance activities in 1987-88. Our thanks to all!

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Wing, Hilda	Chair, Committee on Psychological Tests and Assessment (1986-1989)

Awards

Eugene F. Stone

A number of individuals were honored at the August 13, 1988, business meeting of the Society for Industrial and Organizational Psychology. **Eugene F. Stone**, Chair of the Awards Committee, recognized three individuals who were named winners of awards sponsored by other organizations: **Douglas Bray** of Development Dimensions International was named the winner of the Distinguished Service Award by the American Board of Professional Psychology. **Morris S. Viteles** was given the Professional Gold Medal Award by the American Psychological Foundation (separate announcements for Bray and Viteles appear elsewhere in this issue of **TIP**). Ms. **Pollie Sengstake**, a graduate student at the University of Missouri, St. Louis, was presented a check in the amount of \$100 in recognition of winning the 1988 R. J. Wherry Award for the best paper presented at the Industrial/Organizational Psychology and Organizational Behavior Graduate Student Convention. Her award winning paper was entitled "Job Security, Health/Safety Conditions, and Job Shifts/Schedules: Are They Relevant Dimensions of Job Design?"

In addition, Stone presented certificates and \$500 checks to the winners of three prestigious awards sponsored by the Society:

Sandra J. Wayne, now an Assistant Professor of Management at the University of Illinois, Chicago, was selected as the winner of the 1988 S.

Rains Wallace Dissertation Award. Her 1987 award winning dissertation, entitled "Determinants of Exchange Quality in Supervisor-Subordinate Relationships," was completed under the direction of Professor **Gerald Ferris** at Texas A&M University.

Herbert H. Meyer, Professor of Psychology, University of South Florida, was designated as the winner of the 1988 Professional Practice Award.

Raymond A. Katzell, Professor of Psychology, New York University, was named the winner of the 1988 Distinguished Scientific Contribution Award.

The full citations for Meyer and Katzell appear elsewhere in this issue of **TIP**.

Practice Series (ad hoc)

Douglas W. Bray, Chair

In light of the highly auspicious beginnings of the Society's Frontiers of Industrial and Organizational Psychology series of volumes, the Executive Committee is considering launching a second series of books to be devoted to practice. Outgoing President **Dan Ilgen** appointed **Doug Bray** chair of an ad hoc committee to investigate the feasibility and possible structure of such a series and to become the Editorial Board should the venture be approved.

Once the committee members are named, attention will be turned to the search for noteworthy examples of organizational practice and to planning the focus of the first volumes. Hopefully, enough progress will be made to recommend going forward to the January meeting of the Executive Committee.

Change in Student Affiliate Status

Philip B. DeVries, Jr.

Until recently, the student affiliate status within the Society has been a very ambiguous one. Typically, a student applied for such status and was usually granted it. No dues were required and the student received nothing in return from the Society. For example, student affiliate status did not include a subscription to **TIP**, nor did it include any of the other mailings that the Society sends out (e.g., call for proposals for the SIOP Conference, workshop announcements, etc.).

Consequently, the Executive Committee decided to formalize student affiliate status. A nominal amount of dues (\$10 per year) will be assessed. This will include a subscription to **TIP** and all other Society mailings. It was felt that this would be a good way of introducing students to the activities of the Society early in their professional lives.

One result of this decision is that a separate application for student affiliate status is required. We have printed a copy of the application in this edition of **TIP**. We will also send out application forms to graduate departments that have I/O programs in the very near future.

Students who have already paid for a 1988-89 subscription to **TIP** will be credited \$7.50 toward the \$10.00 student affiliate dues.

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Name and address

Current ☐ Member ☐ Associate ☐ Foreign affiliate ☐ Foreign affiliate

APA status & year elected: ☐ Member ☐ Associate ☐ Foreign affiliate

Check status in Division 14 for which you are applying: ☐ Member ☐ Associate ☐ Foreign affiliate

EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Master's thesis title

Advisor(s)

Ph.D. thesis title

Advisor(s)

PUBLICATIONS (List your two most significant publications, if applicable)

Title of Publication	Publication	Date

PROFESSIONAL EXPERIENCE (List *present position first* and then list earlier positions)

Employer	Title	Supervisor	Dates	
			From	To
1.				
2.				
3.				

DUTIES: On a separate page describe briefly the duties of each job. Identify by the above numbers.

Show any additional information to support your application on the reverse side of this form or a separate page.

I certify the above information is correct. I authorize investigation of all statements contained in this application. I subscribe to and will support the purpose of the Society, "to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, labor unions or trade association, and public agencies."

Date

Signature of Applicant

- b. It would be helpful to the Membership Committee if *individuals who did not receive a Ph.D. in I/O psychology, or the equivalent thereof* (e.g., Ph.D. in organizational behavior from a business school), supported their statement that they are engaged in professional activities related to the purpose of the Division by *submitting one of the following*: (a) two articles published in I/O related journals, (b) two letters of recommendation written by current members of the Society of I/O Psychology, (c) name of I/O related courses taught, or (d) copies of unpublished research or evaluation reports in the I/O area.
3. Applications must be approved by both the Membership Committee and the Executive Committee of the Society for Industrial and Organizational Psychology, Inc.

Qualifications for Associate Status:

1. Associates must meet the standards for Associates in APA:
 - a. The person must have completed two years of graduate work in psychology at a recognized graduate school.
 - b. The person must have a *Master's degree* in psychology (or related area) from a recognized graduate school and, in addition, must have completed *one full year* of professional work in psychology.
2. *Presently* must be engaged *primarily* in professional or graduate work related to the purpose of the Society as stated in Article 1, Section 2 of the Bylaws.

Qualifications for Student Affiliate Status:

Must be students presently engaged primarily in formal study related to the purpose of the Society as stated in Article 1, Section 2 of the Bylaws. For more information, see page 78 of this issue.

Qualifications for Foreign Affiliate Status:

Must be Foreign Affiliates of APA.

*From Society Bylaws

Completed applications should be returned to:
 Society for Industrial and Organizational Psychology
 Department of Psychology
 University of Maryland
 College Park, MD 20742

The Test Validity Yearbook: Organizational

Lawrence Erlbaum and Associates is proud to announce that the TEST VALIDITY YEARBOOK: ORGANIZATIONAL will begin publication in 1988. The YEARBOOK will publish criterion-related validity studies conducted in public and private sector settings in the United States and throughout the world.

- * The YEARBOOK will be directed toward professionals and students interested in personnel selection and personnel decision making.
- * The YEARBOOK will contain approximately 100 studies per volume.
- * The YEARBOOK will publish studies that provide technical details about the predictors, criteria, sample and job or job family under investigation.
- * The YEARBOOK will be guided by an international advisory board featuring selection and measurement specialists from around the world.
- * The YEARBOOK will publish studies in a consistent format with most studies running a total of five pages.
- * The YEARBOOK will be edited by Frank J. Landy with offices located at The Pennsylvania State University.

Validity reports are currently being solicited for the 1988 volume. Authors interested in submitting studies should contact the editorial offices for information regarding format requirements. Additionally, anyone wishing to be placed on our mailing list to receive information about the review should contact the editorial offices. Please write to:

Frank J. Landy
 Department of Psychology
 The Pennsylvania State University
 University Park, PA 16802

Committee on Committees

Walter W. Tornow

The Committee on Committees is now accepting self-nominations for membership on 1989-1990 committees of the Society for Industrial and Organizational Psychology. A list of the Society's standing committees is provided on the Self-Nomination Form that appears on pages 87-88 of this issue of **TIP**.

Members, Associates, and Fellows of the Society who are interested in active involvement in its activities are encouraged to volunteer for committee service. The Society is especially interested in fostering such service by women and minorities.

Appointments to standing committees of the Society are generally made for a period of one year. Reappointment to a committee is *not* automatic.

Individuals who are interested in serving on a Society committee for the 1989-1990 period should complete the Self-Nomination Form (or a copy of it), and send it to the Chair of the Committee on Committees, **Walter W. Tornow**. The mailing address appears on the Self-Nomination Form. Please note that appointments are for the 1989-1990 time period. As a consequence, communication of selections will not be made until the summer of 1989!

The
**METROPOLITAN NEW YORK ASSOCIATION
FOR APPLIED PSYCHOLOGY**



Salutes its younger cousin
Society for Industrial and Organizational Psychology
on the occasion of Metro's
Fiftieth Anniversary Year
1939-1988

Self-Nomination Form Standing Committees, 1989-1990

Society for Industrial and Organizational Psychology

If you are interested in serving on a standing committee of the Society for the 1989-1990 period, please complete this form (or a copy of it) and mail it to **Walter W. Tornow**, Chair, Committee on Committees, Society for Industrial and Organizational Psychology, Control Data Corporation, 8100 34th Ave. South, Minneapolis, MN 55440.

Name: _____
Last First Middle

Mailing Address: _____

Phone Number: Area Code () _____

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.

___ Awards	___ Professional Affairs
___ Committee on Committees	___ Program (APA meeting)
___ Continuing Education and Workshop	___ Program (SIOP Conference)
___ Education and Training	___ Scientific Affairs
___ External Affairs	___ State Affairs
___ Fellowship (Fellows only)	___ TIP Newsletter
___ 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: _____

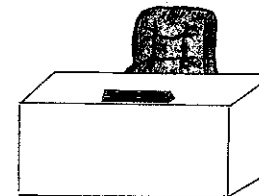
Date: _____

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

**Walter W. Tornow, Chair
Committee on Committees
Society for Industrial and Organizational Psychology
Control Data Corporation
8100 34th Ave. South
Minneapolis, MN 55440**

Positions Available

Rick Jacobs



Industrial/Organizational Psychologist/Assistant Professor: The Department of Psychology at Portland State University has a tenure-track opening for an assistant professor beginning September 1989. Portland State University is a member of the Oregon State System of Higher Education and is located in the major metropolitan area of the state. The Psychology Department has a strong applied research orientation and has Systems Science/Psychology Ph.D. programs in I/O, Applied Developmental, Applied Social, and Applied Experimental Psychology. Responsibilities for this position include supervising dissertations, student practica, teaching in areas of expertise at undergraduate and graduate levels, and productive scholarship in applied settings. Qualifications include a doctorate in Psychology and research interests in I/O Psychology demonstrated either in dissertation or published research. Salary range: \$26,000-\$28,000. Send letter of application, vita, names of three references, transcripts, a statement of research interests, and evidence of research scholarship by November 15, 1988, to: **Dr. Dean Frost, I/O Search Committee, Department of Psychology, Portland State University, P.O. Box 751, Portland, OR 97207.** Portland State University is an Affirmative Action/Equal Opportunity Employer.

Industrial and Organizational Psychology, The University of Tennessee, Knoxville. The Management Department of the College of Business Administration, co-sponsoring department of the Intercollegiate Industrial and Organizational (I/O) Psychology Program with the Psychology Department of the College of Liberal Arts, has a tenure-track position opening for an assistant or associate professor beginning Fall, 1989. A PhD in I/O Psychology is preferred although a PhD in a closely related area may be considered. Interest in applied HRM issues is desirable. The new faculty member will participate in the PhD/MS programs in I/O Psychology and teach undergraduate and MBA courses in personnel management. Service on the I/O Program Committee and heavy involve-

ment with the I/O Program and students are expected. Candidates for consideration as an Associate Professor must present a significant record of research and publication and evidence of ability to work with graduate students in supervising research. There are approximately 45 graduate students, mostly PhD aspirants, currently in the Program. Candidates should direct letters indicating interest by December 31, 1988, to **Dr. Gregory Dobbins, Chair, Search Committee, Management Department, 415 SMC, College of Business Administration, The University of Tennessee, Knoxville, TN 37996-0545**. UTK is an EEO/AA/Title IX/Section 504 Employer.

Industrial/Organizational Psychologist: Associate/Full Professor beginning fall, 1989. Candidate should have a strong and sustained research program relating to organizational effectiveness; areas of particular interest include personnel psychology/psychometrics, and organizational behavior. Applicants should have an active, demonstrated research orientation, and a commitment to excellence in teaching and supervising undergraduate and graduate students. Applicants should send vita, three letters of reference and selected reprints to: **Paul J. Poppen, Chair, Department of Psychology, The George Washington University, Washington, D.C. 20052**. Materials should be received by December 15, 1988. George Washington University is an Equal Opportunity/Affirmative Action Employer.

Tenure-track Position in Industrial-Organizational Psychology at San Jose State University: Beginning Spring or Fall, 1989: Assistant or Associate Professor. Required qualifications—Ph.D. (or Ph.D. completed before employment starts) in Industrial/Organizational Psychology or closely related area, with evidence of ability in personnel psychology, measurement, and applied research. Evidence of teaching excellence and demonstrated research potential essential. Preferred qualifications—evidence of experience in program development, multivariate statistics, and computer applications. Duties—teach graduate and undergraduate courses in I/O, statistics, measurement, and applied research; supervise theses and research projects; develop and supervise field work and internships in local business and industry; participate actively in continued development of the I/O program. We seek an active scholar-teacher able to generate enthusiasm among our students. San Jose State is located in the heart of the Silicon Valley, where numerous opportunities exist for consulting and cooperative arrangements with business and high-tech organizations, such as our long-

standing training and research program with NASA-Ames Research Center. The Department has roughly thirty faculty and offers BA, MS, and MA degrees. The University is especially interested in hiring faculty members who are aware of and sensitive to the educational goals and requirements of an ethnically and culturally diverse student population. **Application deadline:** Open until filled, and the selection process is under way now. Please submit your materials as soon as possible. Send application letter, vita, and three letters of recommendation to the **I/O Search Committee, Department of Psychology, San Jose State University, San Jose, CA 95192-0120 (telephone: 408-924-5600)**.

Human Factors/Engineering Psychologist. Industrial/Organizational Psychologist. The Department of Psychology anticipates being able to fill two or more positions with a starting date of September, 1989. Candidates should have strong preparation and an active research program in one of the following areas (a) human factors or engineering psychology, human-computer interactions, computer displays, artificial intelligence/expert systems, or other human factors applications of cognitive psychology; (b) industrial or organizational psychology. Ph.D. preferred by starting date. Teaching of undergraduate and graduate courses and supervision of theses is expected. The position will be a tenure track position at the assistant professor rank, but exceptional candidates at an advanced rank will be considered. Candidates should submit a curriculum vitae and three letters of recommendation to: **Michael Hennessy, Human Factors Search Committee, or Richard Page, Industrial/Organizational Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435**. For full consideration, all materials should be received by December 31, 1988. Wright State is an Equal Opportunity/Affirmative Action Employer.

Industrial/Organizational Psychologist. Central Michigan University invites applications and nominations for an assistant professor with teaching, writing and research skills. The tenure-track position involves teaching graduate and undergraduate courses including I/O psychology and others in area of expertise, directing doctoral and masters theses, and maintaining an active research program. Starting date is August 1989. A doctorate in industrial/organizational psychology with specialization in personnel or organizational psychology is required. Screening will commence 15 November 1988 and continue until an appropriate candidate is selected. Applications from minorities, women and handicapped are invited and encouraged. Send application letter,

vita, and names of three references to: **Terry Beehr, Chair, I/O Psychology Screening Committee, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859.** CMU, with 17,000 undergraduate and graduate students, is an affirmative action, equal opportunity institution.

Survey Director. Prestige, rapid growth International consulting firm seeks highly qualified individual to assume responsibility for managing client engagements. ISR specializes in employee and management attitude surveys for world-class multinational companies. A Survey Director manages all aspects of the survey process, from client-specific questionnaire design through to final report presentation and monitoring of follow-up. Approximately 50% travel is required. The candidate should possess the following: Ph.D. in the behavioral sciences, successful business experience, exceptional interpersonal skills, fluency in Spanish, French, or German desirable. Exceptional salary and benefits. Send resumé to: **Search Director, International Survey Research Corporation, 303 E. Ohio, Chicago, IL 60611.**

Industrial Psychologist/Assistant Professor—tenure track position. Begin fall '89. Ph.D. from a regionally accredited university industrial psychology or industrial/organizational psychology program required. Applicants should have knowledge of human factors, program evaluation techniques, and quantitative methods as well as a broad background in industrial psychology. Responsibilities include teaching undergraduate and graduate courses in the field of industrial psychology, including general survey, personnel psychology, current literature, and specialized seminar courses; supervising student research projects and internship placements; conducting research in field of interest. Current (1986-89) experience in teaching at university level and in performing research is required. Submit vita, cover letter, proof of Ph.D., and three letters of recommendation to **Chair, Search Committee, Psychology Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819** by *January 20, 1989*. Affirmative Action/Equal Opportunity Employer and Hires Only Individuals Lawfully Authorized to Work in the U.S.

PERSONNEL PSYCHOLOGIST, COLUMBUS, OHIO.

The City of Columbus Civil Service Commission is actively recruiting a Personnel Psychologist to direct the activities of the testing staff and to advise the Commission on technical matters related to testing. The qualified applicant must possess a doctorate in psychology with graduate course work in testing and statistics and five years of experience in personnel test construction, validation, and administration. The successful candidate must obtain a valid license to practice psychology in the State of Ohio. To receive consideration, a candidate must submit a current resumé and credentials to **Forrest D. Waugh, Executive Director, Civil Service Commission, 50 W. Gay Street, Columbus, OH 43215—614/222/7531.** Equal Opportunity Employer.

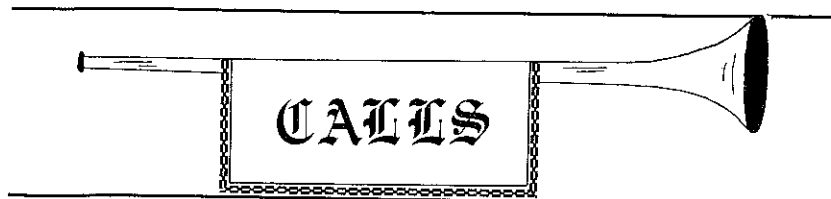
Department of Psychology Faculty Positions

Baruch College / The City University of New York has two tenure track positions for industrial/organizational psychologists beginning fall 1990: associate or full professor and assistant professor.

The department houses the City University PhD Program in Industrial/Organizational Psychology and participates in the MS in Special Education. The college offers a BA in psychology, and a BBA, MBA, and MS in industrial/organizational psychology.

PhD required for all positions; salary competitive and commensurate with qualifications and experience. Send vitae, three letters of recommendation, representative publications, description of research, and a letter stating goals and research interests by February 1, 1989 to: Professor Walter Reichman, Chair, Psychology Department, Baruch College/CUNY, 17 Lexington Avenue, Box 512, New York, NY 10010. AA/EOE

Baruch College
The City University of New York



AWARDS FOR EXCELLENCE IN CONSULTATION

The Division of Consulting Psychology announces a call for nominations for two awards for excellence in consultation. Each award, accompanied by a check for \$1,000, will be presented at the APA Convention in New Orleans in August, 1989.

The **Perry L. Rohrer Award** is given annually to an APA member whose career achievements reflect outstanding service to organizations, public or private, by helping them respond more effectively to human needs. This award is funded by the consulting firm of Rohrer, Hibler, & Replogle, in honor of a founding member of that firm who epitomized the standards of excellence which the Division seeks to perpetuate.

The **National Psychological Consultants to Management Award** is given annually to an APA member, or member-sponsored student, whose work has had a significant positive impact on an organization and/or has enhanced our knowledge and utilization of the consulting process. The award is named for the organization which funds it, an association of psychological consulting firms dedicated to professional development of the field by encouraging innovation and recognizing meritorious work.

Nominees from any field of psychology are welcome, and nominations may be submitted by anyone. Contact: **Ken Bradt, Chair, APA Div. 13 Awards Committee, 1911 Rain Forest Trail, Sarasota, FL 34240. Phone: 813-371-6582. Deadline: March 31, 1989.**

NEW JOURNAL

The *Journal of Conflict Management* will publish original articles, case studies, book reviews, role-playing exercises, and teaching notes in the areas of organizational conflict, negotiation and bargaining, mediation and arbitration, communication and conflict, public sector conflict, and international conflict. Manuscripts should be prepared according to the APA style guide and will be reviewed by double-blind review process. Four copies of the manuscripts and requests for other details may be ad-

ressed to: **Afzal Rahim, Editor; JOURNAL OF CONFLICT MANAGEMENT; Dept. of Management and Marketing; Western Kentucky University; Bowling Green, KY 42101; (502) 745-5408 or 745-2499.**

CALL FOR PAPERS

The 1989 biannual conference of the Inter-University Seminar on Armed Forces and Society will be held in Baltimore, Maryland, October 27-29, 1989. The Seminar is composed of academicians and military officers from the social and behavioral sciences, humanities, and law who study linkages between armed forces and society both within and among nations.

Persons wishing to present papers should submit abstracts not later than 1 January 1989. Persons wishing to chair panels or organize sessions should contact the organizers at their earliest convenience.

Send abstracts and inquiries to: **Professor Roger D. Little, Economics Department, or Professor John Fitzgerald, Political Science Department, United States Naval Academy, Annapolis, Maryland 21402.**

ASSESSMENT CENTER CONGRESS

The 17th International Congress on the Assessment Center Method will be held May 15-18, 1989, at the Hyatt Pittsburgh, Pittsburgh, PA. For registration and additional information contact: **Mary Jo Sonntag, Development Dimensions International, P.O. Box 13379, Pittsburgh, PA 15243-0379.**

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**

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 2500 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 \$50.00 per position. For information or placement of ads, write to **Rick Jacobs**, Department of Psychology, 520 Moore Building, Penn State University, University Park, PA 16802.

ADVERTISING RATES

RATES PER INSERTION

Size of Ad	Number of Insertions	
	One Time	Four Times
Two-page Spread	\$325	\$250
One Page	\$200	\$150
Half Page	\$150	\$125

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. 1, Dec. 1, Mar. 1, May 15.

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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