

# TIP

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*Comments by Tom Ramsay  
Human Resources Psychologist*

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# TIP

The Industrial-  
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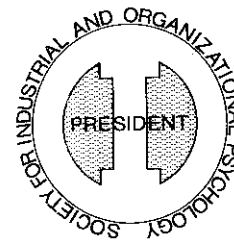
## The Test Validity Yearbook: Organizational

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



## A Message from Your President

Ann Howard

By the time you receive this issue of *TIP*, we will have just completed our fourth annual conference and should be basking in the satisfaction of our most successful conference yet. As I suggested in my Message in the last issue, the popularity of these meetings, along with our increasing sense of SIOP's cohesion and autonomy, have led us to treat our own annual conference as the focal point of Society activity. In this vein, the 1989 conference included the Presidential Address and I/O Graduate Student Consortium, previously held at the APA convention, as well as a special business meeting.

At the January Executive Committee meeting, following a recommendation by the Long Range Planning Committee, we laid out an agenda to finalize the conversion of our central activities from the APA convention to the SIOP conference. The conversion will take place in 1990, meaning that Neal Schmitt's administration will operate over a condensed eight-month term, from August, 1989 until April, 1990. Plans are currently underway to facilitate this shortened term, and Neal has already appointed several committee chairs.

The Society's administrative and fiscal year will commence at a joint Incoming-Outgoing meeting, to be held the day after the conclusion of the Society conference. The first such meeting will follow the Miami conference on Monday, April 23, 1990. Additional Executive Committee meetings will take place in September and January. The annual business meeting, in which we recognize our accomplishments for the year, announce award winners, and acknowledge the efforts of officers and committees will also take place at the SIOP conference, beginning in 1990.

Ron Johnson, the Society conference chair, negotiated with the Fontainebleau Hilton in Miami to change the 1990 conference to three days plus one workshop day. This will give us ample program time to include the invited addresses by award winners, usually presented at the APA convention. We will begin running our own elections (except for APA Council Representative, which APA will run) so that officers will be

ready to take over their new positions in April. **TIP** volumes will also be adjusted to the new schedule, as will other committee activities.

This does not mean that SIOP will neglect its activities at the APA convention. Although APA program submissions have declined significantly since the initiation of the SIOP conference, they have by no means dried up, and this is still an important source of information exchange and updating, not only within I/O psychology but across other areas of psychology. Kevin Ford, APA Program Chair, has a full slate of activities set for the 1989 APA convention, and Bill Macey and the Continuing Education and Workshop Committee have lined up six different workshop offerings. Kevin participated in the planning of APA's Science Weekend, and the tracks on testing and competence and on technology and the human condition should be of particular interest to Society members. Please note that the awards addresses and the annual business meeting will still be at the APA convention in 1989.

On other APA issues, the January Council meeting was apparently fairly calm except for what Mary Tenopyr reports as a few "minor skirmishes." Conflict of interest issues between APA and APS are still being debated, and APA has received an opinion from its legal counsel, Don Bersoff, about the legal relationship between APA and its divisions. Your Executive Committee continues to monitor these events closely, meeting the legal requirements of an APA division but also taking steps to protect SIOP's own integrity and assets.

Meanwhile, the dominance of the health-care providers at APA continues to grow. The Apportionment Ballot for Council Representation, voted on in late 1988 for the 1990 Council, showed a net loss of five seats by non-health-care divisions and a net gain of nine seats by either health-care divisions or states. Unfortunately, Division 14 was one of those to lose a seat; beginning in 1990 we will have four representatives rather than five.

In order to clarify the meaning of our lost Council seat, I performed an analysis of APA appointment ballot results going back to the early 1970s. Clearly, it is *not* a lack of support among our members that led to the lost Council seat. Some 62% of our members voted (assuming it is only our own members who allocate votes to Division 14), which is comparable to past years. Moreover, 61% of the votes cast for Division 14 (975 out of 1590) allocated all 10 votes to us; this proportion has increased steadily since the early 1970s, and we absolutely swamp the other divisions and states in this regard.

SIOP's overall point count in the ballot was 12,214, which is greater than all previous years save one. Yet we had five Council seats over the last nine years and comparable figures only earned us four for 1990. Why? The total number of APA voters is growing faster than we are, so

even though our loyal ranks continue to grow, our proportion of the total has declined. We did not lose the seat by much—our share was 4.45% of the total. But even if we could generate even greater support from our own ranks, we must face the reality that we, and other non-health-care divisions, are losing the war of numbers.

To evaluate the political realities of APA Council representation, I employed the cluster analysis of divisions reported by Joe Rodgers in the May, 1988 *American Psychologist*. Divisions were classified into health-care or non-health-care in orientation based on the cluster analysis. (The four most recent divisions, 44 through 47, were excluded, and state associations were counted in the health care camp.) This analysis showed that non-health-care Representatives formed 40% of the 1975 APA Council; for 1990 their proportion will drop to 30%. Therein lies many of our difficulties with APA and the reason why a reorganization of the Association seemed so desirable. But those same numbers underscore why the reorganization battle was lost.

Losing a Council seat does not mean that our voices are stilled, however, and our four Representatives will continue to press our view and try to shape APA policy. We also continue to participate with APA on initiatives close to our interests, the latest concerned with honesty testing.

At the same time we are also lending our support to the American Psychological Society. A report in this issue tells Neal Schmitt's and my story about the APS summit conference. They have now appointed an editor for their first journal, *Psychological Science*. Don't forget the APS general conference in Arlington, Virginia, on June 10-12; see you there!

**Submit TIP Correspondence to:**

James L. Farr, Editor  
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## The 37th Annual INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS\*

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

**Thursday, August 10, 1989**

**New Orleans Hilton Riverside and Towers  
New Orleans, Louisiana**

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\*Society for Industrial & Organizational Psychology, Inc. is approved by the American Psychological Association to offer Category I continuing education for psychologists. The APA Approved Sponsor maintains responsibility for the program. This workshop is offered for seven (7) hours of continuing education credit.

## Workshop Schedule

Thursday, August 10, 1989

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

### WORKSHOPS

**New Orleans Hilton Riverside and Towers**  
**New Orleans, Louisiana**

- Section 1** TRAINING FROM A TO Z: A LOOK AT CURRENT TRENDS AND INNOVATIVE PROGRAMS—John R. Meitus and Brett K. Avner
- Section 2** DESIGNING A PERFORMANCE APPRAISAL SYSTEM: STATE-OF-THE-ART (AND SCIENCE)—Jack M. Feldman and Vicki V. Vandaveer
- Section 3** SUCCESSFUL SMALL BUSINESS CONSULTING—Reginald A. H. Goodfellow
- Section 4** ORGANIZATIONAL ASSESSMENT AND ANALYSIS: APPROACHES AND METHODS IN ORGANIZATIONAL PROBLEM SOLVING—David A. Nadler and Charles S. Raben
- Section 5** STATISTICS UPDATE—Kevin R. Murphy
- Section 6** USING INDIVIDUAL ASSESSMENT TO SALVAGE INEFFECTIVE MANAGERS—John B. Miner

## Section 1 (Half Day)

### TRAINING A TO Z: A LOOK AT CURRENT TRENDS AND INNOVATIVE PROGRAMS

**John R. Meitus**  
**Baltimore Gas & Electric Company**

**Brett K. Avner**  
**Nationwide Insurance**

More than ever before, organizations have realized the importance of human capital to successful business performance. Many companies have responded by investing heavily in the training and education of their work force in order to regain their competitive edge. In fact, businesses are laying out over \$210 billion per year on training, which is almost as much as the United States spends on *all* primary and secondary education.

This workshop will explore some of the key trends impacting the need for increased and continued training and development such as deregulation, a shrinking labor market, technology, competition and changing demographics. Also presented will be examples of innovative training systems that have been implemented to keep pace with these trends, including executive education, career assessment, supervisory training and business skill development. The critical role of the Industrial/Organizational Psychologist will be emphasized throughout.

**John R. Meitus** is Director of Psychological Assessment, Training and Development for Baltimore Gas and Electric Company, where he is in charge of all training and selection for a 9,000 person work force. Leading a 25 person department, he has developed and implemented numerous programs including comprehensive needs analysis, multi-level assessment centers, career development systems and a wide range of employee, supervisory and managerial training programs. In addition to his job responsibilities, he serves on the Executive Council of the Maryland State Psychological Association and is Vice Chairman of the Edison Electric Institute Personnel Research Task Force.

**Brett K. Avner** is Personnel Regional Manager for Nationwide Insurance. Prior to this recent line assignment, he was Director of Human Resources Development and Planning at Nationwide where he managed all selection and "non-technical" training for their 25,000 person work force. He has designed and implemented programs in the areas of customer service training, succession planning, performance appraisal and recruiting/selection. In 1987, he received the outstanding contributor award from the American Society for Training and Development, Region III.

Coordinator: **Richard S. Wellins**, Development Dimensions International

## Section 2 (Half Day)

### DESIGNING A PERFORMANCE APPRAISAL SYSTEM: STATE-OF-THE-ART (AND SCIENCE)

**Jack M. Feldman**  
Georgia Institute of Technology

**Vicki V. Vandaveer**  
Southwestern Bell  
Telephone Company

This workshop will present the steps in the process of developing and introducing a new performance appraisal system. At each step, both theory and practice will be examined, with suggestions for diagnosing and meeting the needs of the organization, while working within the dual frameworks of cognitive theory and political/cultural realities. The relevant steps that will be discussed include:

- Needs analysis
- Building top management support
- Job analysis
- Development of system prototypes
- Pilot testing and revision
- Obtaining top management approval
- Implementation and evaluation

An important principle to be emphasized throughout is that new performance appraisal systems are implemented in a context where earlier systems may have demonstrated elements of both success and failure. The workshop will involve participants and provide insight into the application of scientific principles to meet real-world needs. A bibliography of relevant research and theory and a summary of EEO court cases involving performance appraisal systems will be provided.

**Jack M. Feldman** is currently Professor of Psychology and Management at Georgia Institute of Technology. Prior to joining Georgia Tech, he chaired the Department of Management at the University of Texas at Arlington and was on the faculty of the Department of Management at the University of Florida. A Fellow of Division 14, he has authored numerous articles on performance appraisal as well as on issues regarding methodology, motivation, job satisfaction, and (most recently) implications of research in cognition for survey research and decision processes.

**Vicki V. Vandaveer** is currently Director of Personnel Research for Southwestern Bell Telephone Company and Adjunct Professor of Psychology at the University of Missouri-St. Louis. She has 14 years industrial experience in the telephone company, two major oil companies,

and a management consulting firm. Dr. Vandaveer has also served as Adjunct Professor at the University of Houston and Rice University. She has developed performance appraisal systems on the basis of applied research for managers, lawyers, professional/technical personnel, and nonexempt employees for several organizations, including one which had a team based work system.

Coordinator: **Sally F. Hartmann**, Sears Roebuck & Co.

## Section 3 (Half Day)

### SUCCESSFUL SMALL BUSINESS CONSULTING

**Reginald A. H. Goodfellow**  
California State University at Sacramento

Small businesses with less than 100 employees account for approximately 97% of all U.S. companies and about 30% of all employees. However, many Industrial/Organizational psychologists consult only for large organizations and ignore the potential of consulting with small businesses.

The purpose of this workshop is to provide a greater understanding and knowledge applicable to those special issues and elements which make small business assistance most effective. Topics to be covered include:

- The initial contact
- Typical presenting problems
- Relationships with owners versus employee managers
- Issues related to the nature and scope of the work involved
- Tailoring technology to small businesses
- Communication problems and issues
- Data gathering
- Small sample problems and data analysis
- Implementation/evaluation strategies
- Establishing continuing relationships
- The family business
- Fees and expenses
- Ethical issues

The workshop will include presentations on these topics, some examples, discussion, and hands-on interactive exercises. It is intended for practitioners who are interested in consulting with small businesses.

Prior consulting experience is an advantage, but not absolutely necessary in order to benefit from attending the workshop.

**Reginald A. H. Goodfellow** is a Professor of Human Resources Administration in the School of Business and Public Administration, California State University at Sacramento. He has a broad background in the banking and steel industries and has consulted widely in both the public and private sectors, including small businesses. He has also had extensive involvement as an expert witness in various types of employment-related litigation.

Coordinator: **Ramon M. Henson**, Avon Products, Inc.

#### Section 4 (Full Day)

### ORGANIZATIONAL ASSESSMENT AND ANALYSIS: APPROACHES AND METHODS IN ORGANIZATIONAL PROBLEM SOLVING

**David A. Nadler**

**Charles S. Raben**

**Delta Consulting Group**

Understanding the dynamics that shape an organization's performance and the problems that limit its effectiveness are fundamental to helping any organization improve. The success of any specific change strategy or intervention depends, in large part, on the accuracy of the diagnosis and assessment of the problems to be addressed. Creating "leverage" through organizational change requires that the right problems are being addressed at the right level. Assessing the "right" problems requires time and discipline. The task becomes even more difficult as organizations simultaneously undergo changes created through acquisitions, mergers, divestitures, etc.

This workshop will examine the approaches and methods that are used to assess organizational performance. The emphasis will be on providing participants with the concepts, methods and tools that will enable them to improve their organizational problem solving skills. Specific topics to be covered include:

- The use of organizational models in guiding assessment
- Design of data collection strategies
- Methods of data collection
- A model for organizational problem solving
- Analysis techniques

- Feedback and action planning
- Specific organizational case studies

The workshop will include presentations on these topics, discussion with the presenters and demonstrations of selected approaches and techniques. Participants will be actively involved in the workshop, including case study analysis.

The workshop is intended for people with organizational change and consulting responsibilities. The material will assume a basic knowledge of organizational behavior and data collection techniques.

**David A. Nadler** is President of the Delta Consulting Group, a New York based management consulting firm specializing in issues of organization and change. He is one of the authors of *Organizational Assessment: Perspectives on the Measurement of Organizational Behavior and the Quality of Work Life*, as well as other books on organization and change. He has worked with senior management of many different companies on issues of organizational change.

**Charles S. Raben** is a Managing Director at the Delta Consulting Group. He has consulted to managers on issues of organizational change and effectiveness for the last fifteen years. While at Delta, he has led a number of large scale organizational change programs for client organizations. Prior to joining Delta, he worked as an internal consultant at the ARCO Oil and Gas Company. He has published numerous articles and papers on organizational change and related topics.

Coordinator: **Robert D. Minick**, Litigation Sciences

#### Section 5 (Half Day)

### STATISTICS UPDATE

**Kevin R. Murphy**

**Colorado State University**

This workshop provides an overview of developments in statistics and data analysis during the last ten to fifteen years that are likely to be relevant to the work of the Industrial/Organizational Psychologist. Such topics include confirmatory factor analysis, structural modeling, and log-linear models for categorical data. Relevant developments in methods for analyzing tests and measures, including those based on Item Response Theory (IRT), will also be presented. The focus will be on understanding the rationale, interpretation, and application of these techniques rather than on mathematical details. This workshop will not



require knowledge of calculus or mathematical concepts more complicated than the basic operations of matrix algebra.

The objective of this workshop is to aid participants in understanding research that employs these methods of analysis. A second objective is to give participants a clear understanding of the strengths and limitations of these methods.

**Kevin R. Murphy** is Professor of Psychology at Colorado State University. He has published numerous articles in the areas of performance appraisal, judgment, and psychological measurement. He currently serves on the editorial boards of the *Journal of Applied Psychology* and *Human Performance*.

Coordinator: **Nancy T. Tippins**, Bell Atlantic

### Section 6 (Half Day)

#### USING INDIVIDUAL ASSESSMENT TO SALVAGE INEFFECTIVE MANAGERS

**John B. Miner**  
State University of New York at Buffalo

Individual performance assessment considers the whole constellation of factors surrounding an instance of ineffective performance in an effort to diagnose causes and prescribe appropriate remedies. In this context the workshop will consider:

- Individual factors—mental ability, job knowledge, emotions, motivation, physical condition.
- Group factors—work groups, leadership, families.
- Organizational factors—policies, placement systems, structures, standards.
- Societal factors—laws, values, mores.
- Work context factors—the economy, geography, physical settings, danger, the work itself.

A major focus will be on how these factors combine to produce performance problems and on how they can be analyzed and measured. Tools developed for this purpose will be discussed. Available remedies will be considered as they relate to various causal factors. Special attention will be given to phobic reactions to managerial work and the role that managerial role-motivation training can play in alleviating these reactions.

Cases from professional practice will be analyzed to provide an understanding of how performance assessment operates and how salvage may be implemented. The objective is to provide workshop participants with the skills to restore ineffective managers to effective levels of functioning. This is an activity rarely taught in Industrial/Organizational graduate programs, but increasingly required in corporate and consulting practice.

**John B. Miner** is Donald S. Carmichael Professor of Human Resources in the School of Management, and Director of the Center for Entrepreneurial Leadership at the State University of New York at Buffalo. His business experience includes work as a psychologist at ARCO and McKinsey & Company, the presidency of Organizational Measurement Systems Press, and an independent consulting practice extending over 30 years. He has written numerous articles, book chapters, and books dealing with performance problems. Among the latter are *The Management of Ineffective Performance*, *Introduction to Industrial Clinical Psychology*, *The Human Constraint*, *The Challenge of Managing*, *Motivation to Manage*, and *People Problems*.

Coordinator: **Anna Marie Valerio**, NYNEX Corporation

The Board of Convention Affairs would like each person with a disability who is planning to attend the Convention in New Orleans, Louisiana, August 11-15, 1989, to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the March through May issues of the *American Psychologist*. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who require interpreting services. The deadline for registering in advance for the convention is June 26, 1989.

**REGISTRATION  
PRE-CONVENTION WORKSHOPS  
Thursday, August 10, 1989  
New Orleans, Louisiana**

NAME (Please Print) \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

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## Job Hunting and Applicant Recruiting: Expectations in the Interview Process and Suggestions for Improvement

**Kenneth M. York, Oakland University, and C. J. Cranny,  
Bowling Green State University**

The first author had just finished his first interview-visit, and he was pacing back and forth in the gate area awaiting his flight home. A middle aged man with a plaid fedora and a travel-worn samples case tried to make some conversation to pass the waiting time: "You're from out of town, I can tell. What brings you here?" Flushed with the feeling of self-importance that comes from being interviewed for one's first professional job after four years of college and five years of graduate school, the answer sounded vaguely elitist: "I was interviewing for assistant professor of Industrial/Organizational Psychology at the University." The man considered this answer carefully, but sought further clarification: "Is that a job?" (This really happened!)

### The Recruitment Process

Recruitment of assistant professor/tenure-track (APTT) positions in a college or university is an important and difficult task. For both parties the decision may be a long-term career choice-point. The applicant must determine, based on a short site visit, paper data, and what other people have said about the school, whether this would be a good place to work and develop. The recruiters must determine, based on half-hour to hour interviews, the vita, and an hour-long job-talk, whether this applicant would make a productive faculty member and a good colleague. It is a truism in industrial/organizational psychology that selection interviews have low validity, low reliability, and are susceptible to bias and distortion (Arvey & Campion, 1982). Yet interviews continue to be used despite their uninspiring ability to predict later job success. Even when the recruiters are industrial/organizational or clinical psychologists, who are presumed to have at least some specialized training in interviewing, there is great variability in the interview process. There do not seem to be any common rules or guidelines for either the applicants or the recruiters, so that applicants and recruiters come together at the interview with inconsistent or unrealistic expectations.

The recommendations and suggestions that follow are based on recent APTT interviews and recruitment interviews by the first author, and on a

Authors' Note: Our thanks to Rick Hackett, Heidi I. Josephson, and Harold Hotelling for their help in preparing this manuscript.

number of recruitment interviews over a 15-year period by the second author. Although these suggestions are not intended to be exhaustive, we hope that reducing the variability in the APTT interview process will increase its efficiency in selecting the right applicant for the position.

### **What They Expect of You, and What You Have a Right to Expect from Them**

#### *Applicants*

*Accommodations.* Expect that your hotel or other accommodations will be taken care of in advance—both reservations and payment (or that credit card payment is possible). Almost always you will be put up in a medium-priced hotel, but some universities have on-campus facilities which they are constrained to use. These facilities usually make up for in convenience what they may lack in comfort, and they give you a chance to take a look around the campus on your own—if you have time.

*Expenses and reimbursement.* Expect to pay for and arrange your own transportation, for which you will be reimbursed at some later date, after meeting the requirements of that university's unique collection of red tape. You may be expected to drive if the distance is less than about 2 hours, but beyond that airline or train travel is the norm. Keep track of mileage even if you are only driving to the airport, and get parking receipts. Expect that all your meals will be paid for, but you should also be prepared for the unusual situation where you pay for your own meals and are later reimbursed. You should be reimbursed for all non-personal expenses, usually within 4–6 weeks.

*Know your utilities.* Before you go to the interviews, prepare a list of questions that you want answered and which you can use later to help you make your decision. It is risky to rely on your memory to prompt you to ask all the questions that you want to ask, and to remember all the answers. Before you draw up this list of questions, you have to figure out for yourself what you really want in a job: all research with little emphasis on teaching skills, a balance between teaching and research, or an emphasis on teaching with research carrying little weight on the tenure decision. In short, the job interview is one major source of information that you will use to find out if there is a match between the things on which you want to concentrate your efforts, and the things that are the most important for getting tenure.

*Interviews with faculty.* Expect a series of interviews over the course of 1–2 days, both with faculty in your area of specialization and outside it. If the faculty are not labeled by area of specialization on the schedule, try to find out and make a note of it when you do. Generally, the interviews are to allow the faculty to get a better idea of what research you are interested in, how motivated you are, and what your utilities are for research vs. teaching, and so on.

*Graduate students.* Sometimes you will have a chance to talk with graduate or undergraduate students. When the interview date is set, ask if such an opportunity will be arranged, and if it was not planned, ask to have it included. Be wary of departments who think this is not a good idea, or who plan to have a faculty member present when the meeting takes place. Graduate students are a great source of information, and you can tell a lot about a department by the way it treats its graduate students. To get all of your job information from the faculty would be as accurate as finding out about the army by asking only the generals.

*Faculty research.* Expect to discuss the faculty's research, at least in a general sense of the topic if not the actual published studies. It is best to have done your homework ahead of time: go to the library and read (at the very least) the abstracts of recently published faculty research. If it is a very small department, be prepared to discuss the research of the faculty not in your area of specialization as well.

*The Job-talk.* Expect to do a formal presentation of about an hour in length, with a question and answer period. The job-talk will usually be scheduled at the end of the day, but be prepared to see the job-talk scheduled for other times depending on the department's teaching schedule and room availability. Try to obtain some time to prepare for the job-talk, if possible. By discreet questioning, try to find out the local traditions, i.e., whether questions are usually saved for the end or questioners feel free to interrupt at any time; whether the questioners tend to provide constructive criticism or try to find flaws in the presentation, data, or interpretation; and whether the research is expected to have an obvious connection to a potentially productive program of research.

*Informal gathering.* Expect an informal gathering of faculty (and sometimes graduate students) at some point during your visit, usually after all of the interviews have been completed. Do not be fooled by the label "informal"—it is still a formal interview; only the setting is informal. You are on stage the entire time of your visit, and you should act accordingly.

*Faculty dinner.* Expect to have dinner with a number of faculty one of the evenings of your visit. This is also a formal interview situation. If you drink at all, drink lightly—the combination of fatigue, adrenalin, and alcohol affects people in somewhat unpredictable ways, and sometimes adversely. When ordering dinner, make an intelligent choice: avoid heavy meats and sauces, finger foods, and dishes you have not tried before.

*Realistic job preview.* Expect a rosy description of the campus, the community, and the department. You must figure out what the truth is by what people say, a test of your ability to draw correct conclusions from data with error in it. Listen carefully for the subtle difference between the things that actually exist, and things that are planned for some

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## Making Career Decisions in I/O Psychology

**Robert D. Pritchard, Darren E. Hart, and Rick R. Fuentes**  
Texas A&M University

While making a career choice is a very important decision, many graduate students in I/O psychology find themselves approaching the end of nearly a decade's worth of higher education without a clear idea of how to decide among the career opportunities available. This difficulty arises for several reasons. It may not be clear exactly what all the options are, the characteristics of each option may not be known, or all the options and their characteristics may present such a confusing picture that a reasoned decision seems difficult.

The purpose of this article is to offer some aid in the decision process for that first job out of graduate school. This decision is more than just a professional decision. It is a very personal decision about what you want out of life and how you will choose to spend your time and energy. To aid in this decision, the available career options are identified and the important job characteristics which differentiate these options are examined. Then a strategy is proposed for selecting an option.

## Career Options

Prospective career options for the I/O psychologist fall into one of six major categories. The first is the *consulting firm*. Such a firm is a profit-making organization with typically 2-30 employees whose purpose is to sell professional services to other organizations. This type of firm could employ only I/O related professionals and support personnel or may cut across professional disciplines, including such staff as accountants, engineers, MBAs, as well as psychologists. Personnel Decisions, Inc. is an example of the predominantly I/O firm, while Arthur Anderson is an example of the broader type of firm.

I/O psychologists are often hired to work within a *single organization* such as AT&T, Shell, or Frito-Lay. Here the job is to use the knowledge of our field to help the organization function more effectively. The number of PhD level I/O psychologists working for a single organization is small, typically ranging from 1 to 8.

*Research firms* are non-profit organizations which conduct research contracts for sponsoring agencies. The focus of these firms can be fairly specific to quite broad. For example, Personnel Decisions Research Institute focuses primarily on applied psychological research especially in the I/O area, while firms such as Battelle or the Oregon Research In-

stitute deal with psychology, applications of computer technology, economics, behavioral medicine, etc. These firms get research contracts from many different sources such as the military, federal government offices, state or city personnel agencies, and profit-making private firms. Some firms that would fall into this general category also market products that are the result of their research. These products are typically tests or other paper and pencil instruments. Examples of such firms are Educational Testing Service and The Psychological Corporation.

A *research-oriented university* places a strong emphasis on research and the publication output of its faculty. Such scholarly products are the primary criterion for survival (i.e., tenure). Teaching loads will be light, typically two courses per semester. Support for research will be present such as the availability of computers, laboratory space, internal small grant programs, etc. Such institutions will almost always have a Ph.D. program.

A *teaching-oriented college* or university stresses teaching rather than research. Teaching loads are typically three to four courses per semester. Expectations of research output are lower. It is generally desirable for faculty to publish, but the amount and quality of output expected is typically much less than the research-oriented university. There is less support for research in the form of computers, laboratories and internal grants. If there is a graduate program, it is typically only a Master's program.

There are many employment possibilities for I/O psychologists within *government settings*. Because of this variety, government positions should really be divided into two separate categories. The first is a position in a research laboratory. Such a unit conducts original research and/or administers the research of outside contractors. Examples of such government agencies include the Office of Naval Research, the Air Force Human Resources Laboratory, and the Army Research Institute. The other type of government position is similar to the single firm in that psychologists would apply their skills to help the organization be more effective. Examples would be positions in such agencies as the Internal Revenue Service, and the Federal Bureau of Investigation, or various state agencies.

### Important Job Characteristics

These six employment options vary considerably. The next section identifies important characteristics that discriminate among the different options.

Figure 1 indicates these job characteristics for each career option and a judgment of the amount or degree of each characteristic present in each option. Making such judgments is always difficult because there is such

variability from one position to another. Consequently, the ratings should be taken as averages, not absolutes. Where the variability is especially large, a designation such as Low to Medium (L-M) is used. In making the ratings, only the requirements of the actual position are considered. Opportunities for other work outside the position, such as consulting in academic jobs, are not considered in the ratings. For example, salary and travel requirements could be substantially higher in an academic job if much consulting was done. Finally, these ratings refer to characteristics of the jobs for the new Ph.D. Some of the characteristics can change over time. For example, while work variety will likely be low in a consulting firm at first, once a person is a senior member of the firm (10-15 years), more variety could be present.

The *amount of research expected* refers to the importance of doing research in that career option. Research here refers to the process of refining research questions, developing research designs, and gathering data to answer questions of either an applied or basic nature. Non-research activities typically are in the form of professional services such as training, process consulting, and team building. A major research emphasis is present in the research firm and the research-oriented university; the least occurs in the teaching-oriented university and in some single firms and governmental agencies. However, it is highly variable, depending on the specific position.

The type of *research orientation* present in these settings can be divided into scientific research and practitioner research. Scientific research attempts to extend the existing base of knowledge by dealing with issues of broad concern to the scientific community. Such research is typically published in professional journals and presented at professional conferences. The vast majority of reading done in a graduate program will be scientific research. Practitioner research is conducted in order to help a specific organization be more effective. Research questions which are answered are usually organization-specific and not designed to add to scientific knowledge; hence such research is rarely published. An example of scientific research would be an exploration of the determinants of turnover and how they might fit into a theoretical model of turnover. An example of practitioner research would be determining why people are leaving a particular organization in order to develop methods to reduce turnover.

Most positions typically involve either scientific (S) research or practitioner (P) research. A designation of S-P means that both are typically done, the exact mix depending on the specific position.

*Travel requirements* refer to the amount of travel that must be done in order to meet the demands of the job. This refers to job related travel only and not optional travel, such as for professional conventions,

FIGURE 1. Amount of different job characteristics present in employment areas.

EMPLOYMENT ARENA	JOB CHARACTERISTICS								
	AMOUNT OF RESEARCH	RESEARCH ORIENTATION	TRAVEL REQUIREMENTS	PRESSURE	TIME FLEXIBILITY	WORK VARIETY	RECOGNITION IN SCIENTIFIC COMMUNITY	TEACHING/MENTORING	STARTING SALARY
CONSULTING FIRM	M-H	P	H	H	M	L	L	L	H
SINGLE FIRM	L-M	P	M	M	L	M	L	L	M-H
RESEARCH FIRM	H	S-P	M	M	M	M	M	M	M
RESEARCH-ORIENTED UNIVERSITY	H	S	L	H	H	H	H	H	M-H
TEACHING-ORIENTED COLLEGE	L	S	L	L-M	H	H	L	H	L
GOVERNMENT: RESEARCH LAB	M-H	S	M	L	L	M	M	M	L
SINGLE AGENCY	L-M	P	M	L	L	M	L	L	L

voluntary research or consulting trips. A high travel rating means eight days a month or more, low indicates ten days a year or less, and medium means somewhere between these.

*Pressure* is the overall amount of work demand. This is essentially the amount of personal resources in terms of time and energy that the organization expects the person to put towards the job and/or the amount of personal resources it takes to do the job effectively. Some people enjoy the challenge of a high pressure job which makes great demands on them; others prefer a job that allows much more time for

non-work pursuits. The most obvious index of this is expected number of hours worked per week. A rating of high means expectations of 55-70 hours per week, low would be the conventional 40 hours per week, medium would be somewhere in between.

*Time flexibility* is the degree of control one has over the work schedule. This control may be on a day-to-day basis such as arrival and departure times, or having the choice of working at home. Also included is the control over amount and timing of vacations and days off.

*Work variety* is the diversity of professional activities. High work variety means working on many different activities dealing with different topics using different methodologies in different settings. Low work variety would be typified by doing a small set of tasks or projects repeatedly. Someone who did nothing but validation studies or only did individual managerial assessments would have very low work variety.

Possibility for *recognition in the scientific community* is the opportunity for a person's work to be recognized by other scientists in the field. This recognition is primarily achieved through scholarly products such as books and publications in scientific journals. Since these positions vary greatly in the likelihood of publishing, they vary greatly in the likelihood of achieving such recognition. However, while any of the positions *can* lead to scientific recognition if the individual develops a good publication record, it is extremely difficult to do this if publication is not a formal part of the job requirements.

The opportunity to *teach and serve as a mentor* refers to the opportunity to communicate knowledge and guide the development of others. The ratings are for what would typically be expected. However, teaching/mentoring can occur in any of the positions eventually when the supervision and development of more junior staff starts to occur. In addition, many of the specific positions could require significant training duties which would make them higher on this characteristic.

*Starting salary* will vary greatly from organization to organization, but these general ranges would be expected. Based on today's (1988) salaries, low would be below \$28,000 per year, medium would be \$28,000-\$40,000, and high would be above \$40,000. The largest range is for research-oriented academic jobs. Psychology departments pay the lower end of this range (28-35K), business schools the upper end (33-45K). The figure does not include income from other sources such as outside consulting and summer work opportunities in academic jobs.

### Strategy for Using the Figure

Now that the options and the job characteristics that maximally differentiate them have been presented, the final issue is how to make an actual selection of a career alternative. The first step is to identify those job

characteristics where you hold a definite opinion. In other words, go through the characteristics and identify those that are important to you. This process should limit the available options considerably. For example, you may feel that doing practitioner research with at least moderate time flexibility are critical features of a career, but you do not have strong feelings about the other characteristics. The figure indicates that the options that fulfill these requirements are the consulting firm and a research firm which focuses on practitioner research.

Once the set has been narrowed by this process, focus on those characteristics that differentiate the remaining options. In the above example, the things that best differentiate a consulting firm from a research firm are travel requirements, expected pressure, work variety, potential for scientific recognition, teaching/mentoring, and starting salary. If you can make a judgment on the importance of these factors to you, this should further narrow the choice.

If you cannot decide how you feel about the factors that discriminate one option from another, it is important that you get the experiences necessary to make the judgment sometime during your graduate career. This could be in the form of actual experience with the factor. For example, do some formal or informal teaching as a teaching assistant or instructor and see how you like it. Seek out an applied research project. Another approach is to pay close attention to how you respond to different temporary situations. Put yourself in a situation where you have little time flexibility and see how you feel about it. Sometimes you need to work 60 hours a week and sometimes much less. Try to anticipate how you would feel if you had to do one or the other all the time.

The array of options can sometimes seem overwhelming when it comes to making a decision as important as a career choice. It is hoped that the information and the process suggested here will help make this decision easier.

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# American Psychological Society Sets Agenda

Neal Schmitt and Ann Howard

On January 27 to 29, representatives from more than 40 different psychological organizations attended a summit conference at the University of Oklahoma at the invitation of the American Psychological Society. Some 22 APA divisions sent delegates, with SIOP represented by the authors. Nearly as many non-APA organizations had a presence there, including the Human Factors Society, the Academy of Management, the Society for Mathematical Psychology, the Society for Multivariate Experimental Psychology, and the Psychometric Society.

A major goal of the meeting was to assess how APS could help to develop and foster the research base of scientific psychology. It soon became apparent that the progress of psychological research was intertwined with many other concerns about the future of psychology.

Two major addresses focused on advancing the science of psychology. Dr. Charles Kiesler, Provost at Vanderbilt University and former APA Executive Officer, described the nature and magnitude of the effort required to advocate for science at the national level. Dr. Alan Leshner, Deputy Director of the National Institute of Mental Health, described the course of NIMH funding for research and training during the Reagan years. Noting that grant submissions by psychologists were declining while those of psychiatrists had escalated, he encouraged unified efforts by psychologists to help set the research agenda for NIMH.

## Discussions of Salient Concerns

Conferees met in small groups to discuss five salient concerns: (1) science advocacy, (2) enhancing the identity of psychology, (3) protecting scientific values in education and training, (4) use of science in the public interest, and (5) scientific values in psychological practice. The thrust of these discussions pointed the way to future actions.

The group discussing education in psychology took a broad view, recommending proactive steps to encourage the quality of psychological education at the high school, undergraduate, master's and Ph.D. levels. The connection between education and credentialing issues, including designation or accreditation of graduate programs and licensing, was clearly recognized, as was the need for alertness and possible actions to protect the interests of APS members. Henry Edwards, of the American Association of State Psychology Boards, expressed a desire to cooperate with APS in revising the current guidelines for designation of graduate

programs in psychology. Many licensing boards depend on such designation to determine whether an individual's educational background and training are an appropriate prerequisite for licensure. APS members are particularly concerned that a scientific base be central to designation and that scientific values be promoted in practice.

The group wrestling with the identity of psychology was surprisingly pessimistic about psychology's current image. Between the increasing predominance of a health-care-practitioner orientation within psychology, the restriction of the title in licensure laws to those primarily in health-care subfields, and the prevalence of pop psychology, most felt that it was not possible to re-instill a scientific image to "psychology." In light of the diversification and fractionation of the field, there was some sentiment to adopt a title such as psychological sciences, with APS possibly changing its name to the Association of Psychological Sciences. Field names are not, of course, selected casually or arbitrarily, and there was strong interest in further consideration of the issue.

## New Committees Proposed for Action

Perhaps the most tangible and important outcome of the meeting was a set of actions initiated by the APS board as a result of the summit discussions. Special committees or task forces will be formed to address high priority topics or activities. In line with the discussion above, one committee will focus on education and credentialing concerns, while another will investigate the issues related to the identity of the field of psychology.

Two types of meeting activities are being planned for the future, each of which will require a special committee. The 1990 APS convention will depart from the invitational format of the 1989 convention, and policies and procedures will need to be developed. There was also strong sentiment to have another summit conference, perhaps in 1990.

A Committee on Organizational Models and Structures will consider an appropriate structure for APS. The Board is committed to maintaining APS as a membership organization, but the role of supporting organizations or interests groups is yet to be determined. There was general agreement that divisions as political entities were to be avoided. Interestingly, state chapters of APS are already forming in two states, framing a contrast to the health-care-practice-orientated state psychological associations.

Another committee, to be chaired by Virginia O'Leary, will be charged with looking into establishing a Washington presence for the provision of various services. It is not yet clear whether this office will be separate from the APS Logistics office. A Washington location will be particularly important for science advocacy, another special area of activity. APS



will attempt to complement or supplement science advocacy efforts of APA's Science Directorate, the Federation of Behavioral, Psychological, and Cognitive Sciences, and others.

Member recruitment is another activity to receive additional emphasis, with some need to attend to membership requirements and procedures. Finally, a budget and finance committee will set goals and objectives for revenues and expenses.

### Implications for SIOP

The discussion and the actions taken by the APS Board were very encouraging in the sense that many of SIOP's members who value both science and practice will find the goals of APS consistent with their objectives. However, it is unrealistic to expect APS to function as a mature organization at this point. The organization structure is still developing. Their logistics office currently consists of several rooms in Logan Wright's house.

While the growing pains of APS may produce significant frustration at times, they also symbolize a substantial opportunity. Those of us who wish to join APS can help determine its structural form, its short- and long-term objectives, and the means by which it seeks to accomplish those objectives. An overarching goal of APS is to work toward advancing scientifically-oriented psychology while avoiding the internecine conflicts and acrimony characteristics of APA for the last several years.

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## Extension of Logic-Based Testing Research\*

**Magda Colberg, Mary Anne Nester, and Lois C. Northrop**  
**U.S. Office of Personnel Management**

In the employment context, the assessment of reasoning and verbal abilities is crucial, especially for professional jobs. In 1982 Magda Colberg of the Testing Research and Applications Division, Office of Personnel Research and Development initiated research on the logic-based measurement of verbal reasoning. Logic-based measurement is a method of assessment in which multiple-choice reading comprehension test items are constructed according to the inferential formulae of logic. Such a method of test construction brings into verbal reasoning tests the inferential objectivity of numerical reasoning tests. In an article which appeared in *Personnel Psychology* (1985, Volume 38, p. 347-359), Colberg discussed the implications of this technology for personnel selection and the legal defensibility of personnel selection tests.

A taxonomy of logical forms or schemata, to which verbal reasoning items adhere, has been implemented in the Federal testing system. These items are now being used in OPM's examination for Contract Specialist and will be used in the proposed new examining system for professional and administrative jobs that will be introduced in 1989.

For each test item a paragraph is constructed such that its narrative can be reduced to one or more of the schemata of formal logic—for example, the familiar conditional “if-then” type of argument from the logic of truth functions (e.g., if it is raining, the grass is wet). Each paragraph is followed by five alternative response choices. One of these presents a correct conclusion which can be drawn from the statements presented in the paragraph while the other four represent invalid inferences. Among the many possible invalid response choices are so-called illogical biases (or prevalent human fallacies of reasoning). For example, one particularly prevalent illogical bias is called “affirming the consequent.” In the “if-then” example just given, many people are inclined to agree, quite erroneously, that the reverse of the statement is also true—if the grass is wet, it is raining.

In a paper presented at the eighth International Congress of Logic, Methodology, and Philosophy of Science (Moscow, USSR, August

\*Opinions expressed are those of the authors and are not necessarily official policy statements of their agency.

1987), Colberg and Nester discussed their recent research on the prevalence of eleven formal illogical biases. The use of these biases in the construction of incorrect response choices clearly separates those who reason well from those whose reasoning is faulty. Data collected on thousands of applicants showed that frequently the schematically incorrect answer was more attractive than the schematically correct answer.

Currently, research is being undertaken in the Testing Research and Applications Division of OPRD to expand and refine the use of illogical biases in verbal reasoning test construction. Three separate studies have been designed. Study I will explore the results of telling subjects that more than one response to a test item might be correct. Given the opportunity to select more than one correct response, the person prone to faulty reasoning might see one alternative as "better" than another but might infer that both are correct. It is predicted that the power of illogical biases will be more clearly discernable under these conditions. Study II predicts that the order in which the alternatives are presented (correct response before illogical bias, or vice versa) and the proximity between the correct answer and the illogical bias are likely to affect the attractiveness of the bias. Finally, Study III will test the hypothesis that the difficulty level of a given logical form or schema will increase significantly with the inclusion of illogical biases among the incorrect response choices.

For additional information on this project contact Lois Northrop at (202) 653-2596. Organizations which have a serious interest in using the logic-based taxonomy for test development should write to the Director of the Office of Personnel Research and Development at OPM. The taxonomy is a protected document and will not be released to individuals.

### SIOP Calendar

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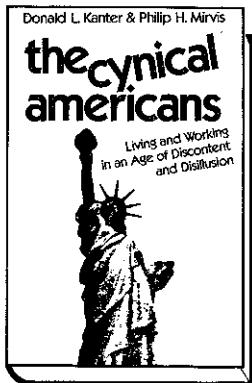
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## Task Force on I/O History and the APA Centennial

Raymond A. Katzell

SIOP has established a Task Force on "I/O History and the Centennial." Its mission is twofold: (1) to plan and facilitate the development of historical materials pertaining to I/O psychology, and (2) to coordinate those efforts, as appropriate, with the 1992 centennial celebration of APA. Members of the Task Force include Bernie Bass, Doug Bray, Ed Fleishman, Frank Landy, Erich Prien, Bill Siegfried, Paul Thayer, Morris Viteles, and Ray Katzell (Chairman).

Among the projects being considered or under way are histories of I/O doctoral programs, updating the collection of autobiographies of ex-presidents of Division 14, organizing programs on historical themes at forthcoming SIOP or APA conventions, preparation of historical articles for publication, developing a "family tree" of I/O psychologists, and compiling an oral history from interviews with elder statesmen. The role of the Task Force will be to plan and coordinate such projects, often by recruiting willing and able SIOP members, rather than necessarily doing them itself. **Anyone who wishes to suggest ideas for projects or to volunteer his or her services is invited to contact Ray Katzell, at 672 Medford Leas, Medford, NJ 08055, Phone: (609) 654-3672.**

On a related subject, APA will be expanding the page allocation of its journals in 1992 in order to accommodate historical materials. Anyone wishing to coordinate preparation of such a manuscript with those the Task Force may be planning is also invited to check with Ray. Manuscripts may, of course, also be submitted directly to the respective editors, e.g., Neal Schmitt in the case of *JAP*.

## Ranking I/O Graduate Programs on the Basis of Student Research Presentations

Michael A. Surette  
University of Rhode Island

Over the past several decades there have been several attempts to rank graduate programs in the field of Industrial/Organizational Psychology. Traditionally, institutions have been assessed by one of two methods: Reputation (Cartter, 1966; Jones, Lindzey, and Coggeshall, 1982; Roose and Anderson, 1970) or faculty research productivity (Cox and Catt, 1977). In the study conducted by Cox and Catt (1977), institutions were ranked according to the number of publications they contributed to the *Journal of Applied Psychology*. Cox and Catt's study was updated by Howard, Maxwell, Berra, and Sternitzke (1985), with the top five institutions being: University of Illinois-Champaign, University of Houston, Michigan State University, University of Washington, and Pennsylvania State University.

In a similar study, Maxwell and Howard (1986) looked at institutional research productivity in Quantitative Psychology Journals. The top five institutions resulting from this research were: University of California-Los Angeles, University of Illinois, University of Wisconsin, University of Minnesota, and University of Southern California.

Although previous research has assessed the quality of a graduate program based on faculty research publications (which the authors of previous studies have termed departmental productivity), the present study suggests an alternative method. The alternative method would be to assess the quality of a graduate program by the productivity of its graduate students (measured by student paper presentations), rather than by the productivity of its faculty (measured by faculty publications). Although high faculty productivity (publications) is a valid method of assessing the quality of a graduate program, it lends itself to bias in the direction of publish or perish institutions emphasizing faculty productivity as opposed to institutions with a teaching philosophy emphasizing student productivity.

To rank graduate I/O programs based on student productivity, data were collected for a six year period (1983-1988) from the proceedings of the Annual Industrial/Organizational Psychology-Organizational Behavior Graduate Student Conference. Each paper, poster, and presentation in a symposium was awarded 1.0 point toward their institutional

total. As shown in Table 1, institutions were then rank ordered according to the number of total points received.

TABLE 1

Number of Graduate Student Research Presentations at the Annual Graduate Student Conference in I/O and O.B.

School	Degree Type	Year						Total	Rank
		83	84	85	86	87	88		
Bowling Green State U	Ph.D.	5	2	6	5	17	15	50	1
Radford University	M.A.	0	4	4	9	9	13	39	2
Old Dominion University	Ph.D.	5	7	7	5	9	2	35	3
Ohio State University	Ph.D.	3	4	9	7	2	8	33	4
U Illinois-Chicago	Ph.D.	7	0	2	2	5	0	16	5
Wayne State University	Ph.D.	10	4	0	0	0	1	15	6
Kansas State University	Ph.D.	4	2	1	6	0	0	13	7
U Nebraska-Omaha	Ph.D.	7	3	0	0	3	0	13	7
U Illinois-Urbana	Ph.D.	10	0	0	2	0	1	13	7
Illinois Institute of Tech	Ph.D.	7	1	3	0	0	2	13	7
New York University	Ph.D.	5	3	0	2	1	2	13	7
University of Akron	Ph.D.	1	2	3	1	3	2	12	12
Northwestern University	Ph.D.	9	1	0	0	0	2	12	12
U Missouri-St. Louis	Ph.D.	0	1	2	4	1	4	12	12
University of Minnesota	Ph.D.	0	0	1	8	2	0	11	15
University of Georgia	Ph.D.	0	5	2	0	1	2	10	16
Purdue University	Ph.D.	2	1	2	1	0	4	10	16
Michigan State U	Ph.D.	3	0	2	3	1	0	9	18
Brigham Young University	Ph.D.	0	0	7	1	0	0	8	19
Tulane University	Ph.D.	1	4	0	0	1	2	8	19
University of Tennessee	Ph.D.	0	0	0	0	7	1	8	19
Emporia State	M.A.	5	0	1	1	0	0	7	22
University of Maryland	Ph.D.	0	2	1	3	0	1	7	22
North Carolina State U	Ph.D.	2	3	0	0	0	1	6	24
Virginia Tech	Ph.D.	0	1	1	0	3	1	6	24
DePaul University	Ph.D.	3	1	0	0	1	0	5	26
University of West Florida	M.A.	2	2	1	0	0	0	5	26
Colorado State U	Ph.D.	3	0	0	1	0	1	5	26
University of Waterloo	Ph.D.	3	1	0	0	0	1	5	26
Cornell U	Ph.D.	0	2	1	0	0	1	4	30
M.I.T.	Ph.D.	1	3	0	0	0	0	4	30
University of Michigan	Ph.D.	1	0	0	2	1	0	4	30
Univ. of North Carolina	Ph.D.	1	3	0	0	0	0	4	30
U Wisconsin-Oshkosh	M.A.	0	0	0	1	3	0	4	30
Georgia Tech	Ph.D.	0	1	0	1	1	0	3	35
Iowa State U	Ph.D.	2	0	1	0	0	0	3	35
Montclair U	M.A.	0	2	1	0	0	0	3	35
Yale U	Ph.D.	2	0	1	0	0	0	3	35
University of Houston	Ph.D.	0	0	0	0	1	1	2	39
Case Western Reserve U	Ph.D.	0	0	2	0	0	0	2	39
George Washington U	Ph.D.	0	1	0	1	0	0	2	39
George Williams College	M.A.	2	0	0	0	0	0	2	39
University of Iowa	Ph.D.	1	0	0	1	0	0	2	39
University of Alabama	Ph.D.	0	0	0	0	1	0	1	44
Arizona State University	Ph.D.	0	1	0	0	0	0	1	44

(Continued on next page)

Table 1 continued

Auburn University	Ph.D.	0	0	1	0	0	0	1	44
University of Calgary	Ph.D.	1	0	0	0	0	0	1	44
Central Michigan U	Ph.D.	0	0	0	0	0	1	1	44
University of Cincinnati	Ph.D.	0	0	0	0	0	1	1	44
Columbia University	Ph.D.	0	0	1	0	0	0	1	44
Georgia State U	Ph.D.	0	1	0	0	0	0	1	44
Kent State University	Ph.D.	0	0	1	0	0	0	1	44
University of Montreal	Ph.D.	0	0	0	1	0	0	1	44
Ohio University	Ph.D.	0	0	0	0	0	1	1	44
University of Oregon	Ph.D.	0	0	0	1	0	0	1	44
Penn State University	Ph.D.	0	0	0	0	1	0	1	44
Rensselaer Polytechnic	M.A.	0	1	0	0	0	0	1	44
Rutgers University	Ph.D.	0	1	0	0	0	0	1	44
Saint Mary's University	Ph.D.	0	0	0	0	0	1	1	44
San Francisco State	M.A.	0	0	1	0	0	0	1	44
SUNY-Buffalo	Ph.D.	0	0	0	0	1	0	1	44
Stevens Institute of Tech	Ph.D.	1	0	0	0	0	0	1	44
Texas A & M U	Ph.D.	1	0	0	0	0	0	1	44
Texas Tech U	Ph.D.	0	0	1	0	0	0	1	44
University of Toronto	Ph.D.	0	0	0	0	0	1	1	44
Towson State University	M.A.	0	0	0	1	0	0	1	44
University of Vermont	Ph.D.	0	0	1	0	0	0	1	44
U Wisconsin-Madison	M.A.	1	0	0	0	0	0	1	44

To investigate the relationship between an institution's student presentations and their faculty research publications, data were collected for the same six year period from the *Journal of Applied Psychology* (JAP). Each university that had a faculty member receive authorship or co-authorship for a publication was awarded a point (1.0) toward its total score. Correlational analysis was conducted between the paper presentation data and the JAP data to assess the overall relationship between these two measures of graduate program quality. The analysis based on 176 programs that had at least one JAP publication or at least one student presentation at the Graduate Conference revealed a correlation coefficient of  $r = .37$ , indicating that the two measures of graduate program quality are related, but certainly not identical.

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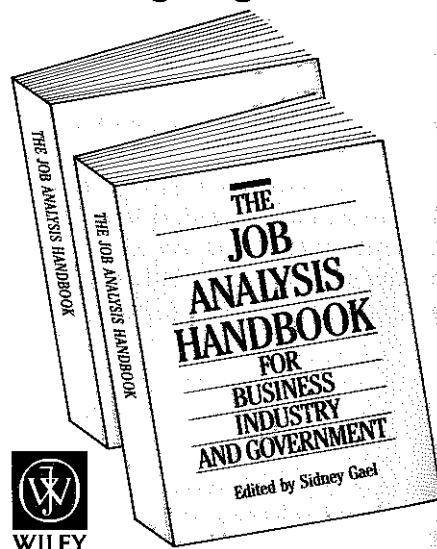
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## Maybe We Should Shoot Ourselves in the Foot: Reply to Manhardt

Kevin R. Murphy  
Colorado State University

Murphy (1987) noted that when the base rate for deception is sufficiently low, the majority of those who fail a polygraph or honesty test will be nondeceptive; this conclusion holds even if the validity of the test is in the .90's. Manhardt (1989) questioned the relevance of my conclusions, and used an example in the selection context that appeared to show that my recommendations would lead to "... a ludicrous conclusion" (p. 48). I believe that Manhardt's conclusion that I/O Psychology is "shooting itself in the foot" is incorrect; describing why this is so helps to illustrate several aspects of personnel decisions that typically do not receive attention.

Manhardt's illustration is misleading, because it fails to take into account the basic asymmetry of selection decisions. In personnel selection, one has two choices: (a) select those who you are reasonably sure will succeed, or (b) reject those who you are reasonably sure will fail. In honesty testing, these two options translate into: (a) retaining employees when you are reasonably sure they are honest or (b) dismissing employees when you are reasonably sure they are deceptive. In either case, options *a* and *b* will lead you to select and reject different individuals. Not only that, you will typically find it easier to predict one outcome (e.g., success) than another (e.g., failure). The question, then, is which approach is appropriate in different circumstances.

In honesty testing, I have argued that option *b* makes sense. Honesty tests are typically used in industry to screen out the deceptive, not to identify the nondeceptive. In personnel selection, option *a* seems more appropriate; option *b* would be reasonable only if you started with the assumption that the organization had the responsibility to provide jobs to all qualified applicants. In Manhardt's example, he chose to focus on the applicants who are rejected. He correctly pointed out that the probability of success in this group could be substantial. However, he was incorrect in stating that random selection would be the ethical alternative. Any selection method with a validity coefficient greater than zero must do better than random selection in terms of the proportion of potentially successful applicants who are selected. Thus, random selection is the *least* ethical alternative, regardless of whether you focus on those selected or those rejected.

It is instructive to analyze Manhardt's example from the perspective that organizations typically take in personnel selection (i.e., focus on those hired rather than on those rejected). In this example, the organization could be quite sure that most of those hired would succeed [ $p(\text{success}) = .92$ ]; this figure exceeds the one I suggested as an operationalization of "reasonable doubt." The fact that you could be highly accurate in locating successes and less accurate in locating failures is not unique to this example, but rather is a certainty when the base rate and the selection ratio are not equal.

I/O psychologists are more likely to "shoot themselves in the foot" when they ignore base rates than when they correctly take them into account. Returning again to Manhardt's example, a perfectly valid selection system must still make a large number of errors. There are 800 qualified applicants for 300 jobs, which means that at least 500 qualified applicants must be turned down, no matter what approach is taken in selection. The decision-theoretic perspective encourages organizations to carefully consider the utility of different outcomes of decisions, and to adjust their personnel policies accordingly. If, in Manhardt's example, the organization decided that the loss of qualified applicants was a truly serious problem, the only rational solution is to increase the number hired, at least to the point where adding unnecessary employees leads to a decrease in utility.

I agree with Manhardt that we should blindly not adopt the criteria for reasonable doubt described in my article. Rather, we must decide what type of decision errors are most relevant, and what errors we are most willing to live with. In the selection context, we should focus on those hired. In honesty testing, we should focus on those dismissed or disciplined as the results of the test.

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## **New Polygraph Law: No Dangerous Weaponry Involved**

**Stephen J. Guastello  
Marquette University**

In a recent **TIP** article (February, 1989) Phillip Manhardt expressed concern that I/O psychologists may have shot themselves in the foot by "arguing for a '90% threshold' such that applicants should not be rejected if there is less than a 90% probability that they will be dishonest (p. 48)." The concern arose when Manhardt considered that, under many typical personnel selection conditions (e.g., test validity = .40, base rate of failure = .20, selection ratio = .30) the odds of failure on the job for persons rejected is far less than 90%. Thus, would it follow that the legitimacy of virtually every personnel selection system could be called into question? The purpose of this reply is to offer consolation that no loaded gun exists, and to offer some useful counterarguments should a crooked spear appear in the night. The arguments are grouped into two themes—constitutionality and technical inadequacy.

### **Constitutionality**

Contrary to the assertions of some proponents of the polygraph, the preemployment polygraph was not simply another psychological test. Because it monitored the activities of a person's internal organs, it was far more intrusive than mental ability, personality, or job skill tests, and, thus, its use created a violation of Fourth Amendment rights (search and seizure). Since failing the polygraph implied commission of past and future crimes, its use created a violation of the Fifth Amendment (self-incrimination). Since economic losses were a result, its use, furthermore, created a violation of Sixth Amendment rights (right to a jury trial). Finally, since many employers using preemployment polygraphs were not part of federal or state governments, the foregoing abuses additionally entailed violations of the Tenth Amendment (rights not accorded to the Federal government belong to the States or individuals).

Note that poor job skills or an obnoxious personality are not a crime (see also Guastello, 1988). Furthermore, a person who is unqualified for one type of job may be suitable for another by virtue of the same constellation of qualifications. Dishonesty or sociopathy, on the other hand, is not considered a prerequisite for any form of employment (all cynicism aside). False "dishonest" decisions could permanently damage a

person's employment within a chosen career, especially since there were the nagging questions of who retained the polygraph results and how they could be reused, like a credit check.

### **Technical Inadequacies**

The psychological theory behind the polygraph was based on the activity of the sympathetic nervous system under conditions of stress. The extrapolation was that guilty persons would show anxiety reactions when they lie to certain types of questions, while nonguilty persons would show anxiety reactions when they lie to other types of questions, but not when they deny commission of the crime. We need remind ourselves of only two counterexamples in order to cast reasonable doubt upon the construct logic. First, highly anxious persons would behave as if guilty simply because they are afraid of being falsely accused. Second, flaming psychopaths would not show the typical anxiety reactions that hypothetically guilty persons would show.

Having called into question the theory behind polygraph measurements, we are left with many reasonable doubts on any interpretations of statistics that "support the polygraph" (cf, Behan & Behan, 1954; Lord, 1953, 1954). The 90% threshold for reasonable doubt, which was the substance of Manhardt's concern, is highly relative to an already dubious set of circumstances. Of course, if we have a complete absence of constitutionality issues and a total black box of a theory, the employer might get some mileage out of the strictly utilitarian justification for a selection procedure. That is, "the numbers don't know where they came from, but they work for us."

### **Implications**

In spite of all that has been said here, the Polygraph Protection Act is not without implications for future work in I/O psychology. It is perhaps true that selection systems are not as good as they could be, and as a profession we must strive for excellence in this and other areas. Meanwhile we can ride the coattails of the real champions of liberty for having helped to restore constitutional rights under the Fourth, Fifth, Sixth, and Tenth Amendments. In so doing, we become proponents of the democracy that allows us to function in the first place. Freedom is more than simply the freedom to earn a dollar. The Polygraph Protection Act is probably the most noble cause we have contributed to since . . . gee, I dunno.



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# Inside-Out vs. Outside-In: Strategic Uses of Personnel Research

Walter W. Tornow  
Control Data Corporation

When thinking about this topic and wondering how I should go about preparing for it, I decided to behave a little differently from the typical I/O research role. The approach I took was a little more like the European psychologist in nature . . . introspective and ethological, based on naturalistic observations of many researchers in a variety of settings, as well as my own experience.

The thesis of my argument is that for our research to be strategic, it must matter to the people in the organization who can make a difference! Strategic research should make a difference by helping organizations maintain competitive advantage through superior people management practices. And our research, to be strategic, should help organizations with the *what* and *how* of these superior people management practices.

To be strategic, our research needs to be, and we as Industrial-Organizational (I/O) psychologists need to be, as much "O/I" as we are "I/O," but with a difference here in what these letters stand for! Here, I mean them to stand for "Outside-In" vs. "Inside-Out!" The rest of my remarks will try to explain what I mean by this—that we need to be as much Outside-In as we are Inside-Out, if we want to be strategic in our research and make a difference to the organizations we support.

Table 1 lists several factors which I believe define and differentiate between these two orientations. Even though it seems that I am deliberately polarizing the Inside-Out with the Outside-In orientation for purposes of contrast and communication, I want to acknowledge that both orientations are valuable: It is only a question of balance, perspective, and directionality!

## 1. Product Driven vs. Market Driven

The first differentiating characteristic between what is Inside-Out versus Outside-In deals with whether one is driven by the needs of the product or the needs of the market, and what drives what.

Note: This paper was part of a symposium at the SIOP Annual Conference, Dallas, April, 1988.

TABLE 1

Factors Which Differentiate Between  
An Inside-Out and Outside-In Orientation

INSIDE-OUT	OUTSIDE-IN
<ul style="list-style-type: none"> <li>• Product Driven</li> <li>• Solution &gt; Problem</li> <li>• Function/Expertise Orientation</li> <li>• Specialization</li> <li>• Reliability &amp; Validity</li> <li>• Complexity</li> <li>• More Is Less</li> <li>• More Later</li> <li>• Reactive</li> </ul>	<ul style="list-style-type: none"> <li>• Market Driven</li> <li>• Problem &gt; Solution</li> <li>• Needs Orientation</li> <li>• Holistic Integration</li> <li>• Value Added</li> <li>• Simplicity</li> <li>• Less Is More</li> <li>• Less Sooner</li> <li>• Proactive</li> </ul>

First of all, do we know what our "product" is, and who our "market" is? These terms themselves may seem foreign; yet, they (or the concepts they represent) are real, nonetheless. To be strategic, we must know who our market is, we must understand our market, and anticipate its needs with the appropriate products. Our products are our knowledge, and our tools (theories, methods, techniques). Our market consists of the organizations and individuals therein, whose need we try to serve.

## 2. Solution > Problem vs. Problem > Solution

More to the point then, what drives what? What comes first? Is it a solution in search of problem, or the other way around?

What is the motivation for what we do? Are we designing programs and pushing for their implementation because of the neat features they have, and the publications they may produce? Or, are we trying to understand what the problem is by diagnosing the need, and then scoping out a solution that fits the need? We need to beware of being mesmerized by our tools; or, if not mesmerized, propose that we apply them to a client before we fully diagnose the need and scope out a solution appropriate to the need.

Marv Dunnette made a similar point in a convention address many years ago, titled "Fads, Fashion & Folderol." In it, he cautioned us not to become too enamored with techniques—however sophisticated or avant-garde they may seem to be—and lose sight of the problems and issues that they are meant to address!

## 3. Function/Expertise Orientation vs. Needs Orientation

What is our orientation, frame of reference, language? Is it in terms of the functional expertise we possess, or the needs we are prepared to address?

Perhaps this is seen as a subtle distinction, but I believe an important one because it deals with how we position ourselves and communicate with our client organizations! The distinction allows us to speak in the language of the client, not ours. In turn, it allows the client to understand how we can meet his/her needs without having to accommodate to our jargon or frame of reference. In a sense, this distinction "defrocks the priesthood" (or whatever), by orienting and anchoring our expertise-based contributions in terms of the organizational needs they address.

#### **4. Specialization vs. Holistic Integration**

We should avoid having our specialty determine the way we look at our client's needs, diagnose the problem, and prescribe solutions. These solutions are likely an extension of what our specialty has to offer—just like a surgeon is prone to recommend surgery as treatment to a problem! Instead, we should invite a more eclectic, interdisciplinary approach that favors a holistic perspective.

We want to take advantage of the breadth and depth of both the "I" & the "O" in our I/O psychology heritage, as well as the other behavioral science disciplines. This way, we can fashion an integrated solution which combines the best or the most appropriate parts from the different specialties.

#### **5. Reliability & Validity vs. Value-Added**

We need to go beyond issues of reliability and validity of our tools, and look at their practical value and application. This point has been made previously with different terms: e.g., Cronbach & Gleser's utility; Campbell's internal and external validity; and statistical vs. practical significance concepts. It is interesting to note that the term "value-added" is itself "value-laden." It depends on how we define and measure value, and who does it.

—Traditionally, the metaphysical definition emphasizes intrinsic worth, and a quality possessed by an object.

—Business, however, applies a supply/demand economic definition to it in terms of cost/benefit and contribution to the P&L.

—The Human Resource function frequently looks at it in terms of the employee relations implications.

Regardless of which definition we chose, the question we should always ask to determine the "value-added" of a procedure is: What would happen if we didn't do it?

#### **6. Complexity vs. Simplicity**

This distinction refers to how we communicate; and how the most important lesson is "Know thy customer!" and "Know thy product!"

In grad school we learn that the ability to understand and communicate that which seems complex is prerequisite to success. In grad school we also learn to value the elegance of complexity. In contrast, in business we learn the elegance of simplicity! The challenge is to see the simple in the complex. That means skill in distillation; understanding the customer, the need and the context; and focusing only on what's key. And, then . . . KISS: keep it short and sweet!

#### **7. More Is Less vs. Less Is More**

This factor also has to do with communication. It's related to the previous "complex-simplicity" concept.

The average manager's attention span is small; lots of competing presses for attention; little time for any particular piece. Also, the typical high-level manager has a disdain for paper, volume, and length. Instead, he/she appreciates brevity, simplicity, crispness, and being to-the-point. Hence, "more becomes less" because the audience will likely tune out, and not listen to the punch line. The value of the message and messenger may get diluted, if the message is longer rather than shorter!

#### **8. More Later vs. Less Sooner**

This factor relates to the timelines of communication. Most of the time, management needs to make decisions fast, in real time, and with incomplete information. Therefore, being there sooner has a bigger pay-off. In other words, to be relevant is to be there when needed . . . when decisions need to be made. Information, to be useful, needs to be timely, even if it's incomplete, because if it's late, it may be totally useless.

Management is the quintessential example of making judgments under conditions of uncertainty. We as I/O psychologists also need to learn to live with uncertainty. We ourselves don't always have all the answers to all our questions, but we perhaps are in a better position to manage that, rather than having it managed for us.

#### **9. Reactive vs. Proactive**

Finally, we need to get ahead of the curve, and anticipate the needs of the organization by linking research with planning. That is, there needs to be a closer linkage between human resources and the business! This, in turn, calls for a closer linkage between research and planning and between research and line management. We need to anticipate the organization's business issues and what the human resource implications are in terms of keeping the organization competitive. These, in turn, should give direction and priority to research.

In short, to be strategic, we need to become increasingly proactive and anticipate the needs rather than wait . . . to be more ahead of the needs, rather than reactive as we may have been in the past.

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## Image of American Companies— Much Better Than You Think!

**René Bergermaier and Ingwer Borg**  
**Human Resources Consulting, Munich, West Germany**

When you read a European newspaper or you talk to a non-American friend or colleague about the image of American companies, here is what you often hear: "They have a hire and fire mentality"; "They don't have long-term strategy and planning"; "They pay well but overwork the people"; "They don't understand the local culture"; "They have minimal induction training for new employees"; "They produce only medium quality"; etc.

Are these friends and colleagues right? Do the newspapers give the real picture about American companies? Are we all too pessimistic? Or, worse, are we still too optimistic?

We have asked in a recent survey whether employees working for American, German, European (but not German) or Japanese mother companies differ in their attitudes and beliefs about their companies. The results we have found were rather surprising.

### Sample and Questionnaire

It was decided to focus our attention only on innovative and future-oriented industries, because this is where image advantages or disadvantages should lead to the most widespread implications. We thus chose the electronic industry where we aimed at professional and managerial employees. To target this group, a weekly electronic magazine in Germany was selected for our questionnaire to be inserted. The magazine has a circulation of 28,000. Approximately 92% of the printed copies are directly mailed to subscribers. The rest are sold through public newspaper stands.

The questionnaire contained 88 items on topics like company image, values, efficiency, commitment, job satisfaction, and the European Market in 1992. In addition, there were 13 demographic questions.

All items were phrased in statement form (e.g., "I am very satisfied with the clarity of planning and strategy in our company"). A 7-point response scale ranging from strongly agree ("1") to strongly disagree ("7") was used.

The readers were asked to return, postage free, the completed questionnaire in a self-addressed envelope within 3 weeks. Persons who

returned questionnaires participated in a lottery where they could win such prizes as a lap top computer or computer books.

### Results and Discussion

One thousand one hundred fifty-one persons completed and returned the questionnaire. This corresponds to a return rate of 4.1%, a value slightly above average for surveys conducted in this manner.

The sample was skewed—as intended—toward exempt specialists (41.7% of respondents), supervisors (24.2%) and managers (20.5%). The other person variables (age, sex, years of employment in company) and company-related background variables (size of company, tariff-status) showed no distributions that deviated markedly from random samples previously conducted in this industry. An exception was the kind of job held where research and customer-oriented work (research, 35.8%; sales/technical support, 19.6%; marketing, 7.2%; customer support, 4.6%; product engineering, 2.6%) clearly dominated administrative and production activities.

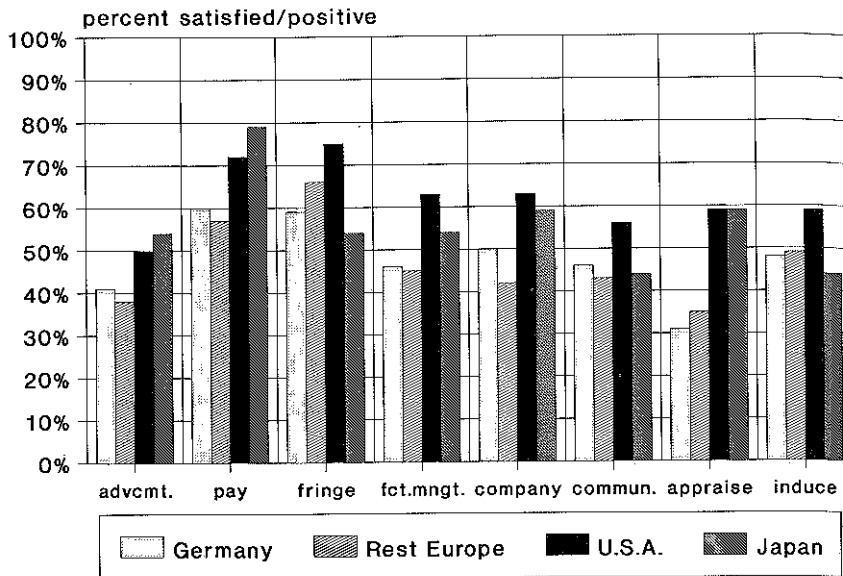
The mother company was German for 74.8% of the respondents, American for 12.4%, other European for 10.1%, and Japanese for 1.8%.

American companies were rated relatively high or superior in many of the traditional job satisfaction aspects, such as fringe benefits ("All in all I am very satisfied with the fringe benefits I receive"), functional management (the managers above the immediate supervisor), company, and information and communication (see Figure 1, where X% indicates the number of persons who agreed, more or less, with the respective items). With respect to other job facets that are known to play a major role in job satisfaction (working conditions, work itself, advancement, co-workers, and supervisor), the differences among the four types of companies were small and unsystematic.

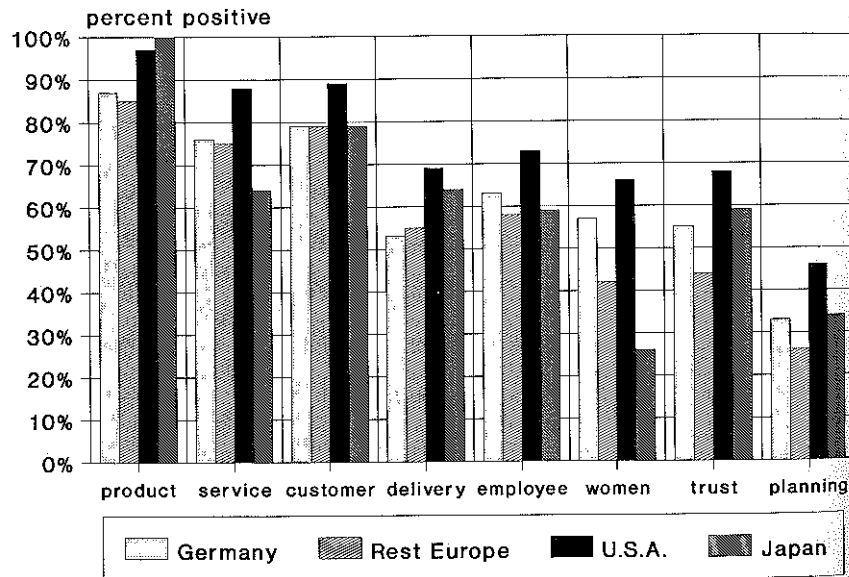
The respondents also rated the four types of companies quite similarly with respect to issues relevant to HR work (understanding the salary and advancement systems, information on company, information on company's economic situation, quality of training), even though the Rest-Europe companies were systematically lowest, the American companies were always at least second best. Particularly good ratings are given to American companies with respect to their regular performance appraisals and their induction programs (see Figure 1).

The American edge in information and communication came out in more detailed questions too. American companies were rated clearly superior in sufficient work information, clarity of organizational structure, and collaboration between departments. Also, the degree of red tape was seen as much less.

**FIGURE 1. Percentages of positive ratings of satisfaction with advancement (advcm.), pay, fringe benefits, functional management (fct.mngt.), company, information and communication (commun.), regular performance discussions (appraise), induction (induce) programs.**



**FIGURE 2. Percentages of positive ratings on product quality (product), service quality (service), customer mindedness (customer), delivery performance (delivery), employee ethics (employee), fairness on women (women), trust in top management (trust), clarity of planning and strategy (planning).**



Turning to more direct components of competitiveness, Figure 2 makes it clear that American companies were rated very good on product quality, service quality, customer mindedness, and even on delivery performance.

Ethical issues were also rated favorably in American companies. Ethics towards employees in general and nondiscrimination of women were evaluated relatively positively (see Figure 2).

If one considers the above findings, it should not be surprising that trust in top management was highest in American companies (see Figure 2). This was true even though clarity of planning was not rated very highly, but, again, much better than in non-American companies.

The only aspect in which American companies did not fare very well was job security. While 78% of the employees of German companies, in particular, felt that their job is secure, this was true for only 66% in American companies. If one takes into account that job security has been repeatedly found to be the most important work value in Germany (Borg, 1986), then this finding points to a possibly effective area of improvement (Greenhalgh & Rosenblatt, 1984).

There is, of course, more room for improvement. This holds for clarity of planning and strategy, degree of information provided to do a good job, clarity of the organizational structure, and pay for performance, even though American companies do comparatively well. It is also interesting that almost every other employee believed that the productivity could be increased by 10 percent or more through a different workflow in their department. This held regardless of the base of the mother company.

## Conclusions

The extent of the generally positive results for American companies in this survey was surprising to us. The findings can be explained as perhaps a consequence of the activities, programs, and emphases on the different general and HR topics by American multinational companies over the last one to two decades.

The efficiency and the payback of all these activities could still have been higher by adapting the programs more toward local needs and legal requirements. This might improve American companies in becoming more "global." Considering the likely impact of European Market 1992 and the globalization of markets in general, it is important to continue and even to extend the available HR programs, activities, and concepts. Furthermore, it would be desirable to handle them as strategic issues—something which is on its way, as Rassenfoss and Kraut (1988) have found. These are the best preventers for ever getting an "American Sclerosis."

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## Iotas

**James L. Farr**

The Personnel Testing Council (PTC) of Southern California has awarded **Howard Lockwood** its first Honorary Lifetime Membership as one of five co-founders of PTC in the early 1950's and "in recognition of outstanding achievements in the field of personnel testing and equal opportunity." Howard retired from Lockheed in 1986 but is still active in consulting.

**Bruce Avolio**, **Bernie Bass**, and **David Waldman** were recipients of the Corning Glass Prize, awarded for their recent collaborative research efforts.

As usual, there are a number of job changes to report. **Richard Klimoski** is now the vice-chair of the Department of Psychology at Ohio State University. **Manuel London** has left AT&T to become professor and director of the Labor and Management Studies Program at the State University of New York at Stony Brook. Anyone wishing to contact Manny in his capacity as SIOP's Education and Training Committee chair should do so at SUNY, Stony Brook, NY 11794-4314.

**Marilyn Quaintance** has accepted the position of Assistant Director for Personnel Research and Development at the Office of Personnel Management in Washington. **Elaine Pulakos** has joined the staff of the Human Resources Research Organization (HumRRO). **Robert Caplan** is now the executive director of the National Research Council's Commission on Behavioral and Social Sciences and Education.

**Jan Wijting** has moved from Wall Street to Madison Avenue, leaving Merrill Lynch and joining McCann-Erickson Worldwide as Senior Vice President and Director of Human Resources. **Joyce Shields** has been named President and CEO of Hay Systems, Inc. **John Howe**, Regional Director of Human Resources, ARCO Chemical Asia Pacific, has moved from Tokyo to Hong Kong in conjunction with the Asia Pacific headquarters relocation to Hong Kong. **Jane Elizabeth Allen** has joined Knight-Ridder, Inc. as a Corporate Internal Consultant. Following nearly 30 years with General Motors, **Dick Clingenpeel** has established Personnel Selection International in Milford, MI.

The Atlanta Society of Applied Psychology has elected new officers. They are **Patrick Devine**, President; **Joe Gier**, Membership Director; **Doris Maye**, Secretary-Treasurer; and **Dan Whitenack** and **Linda Kam-mire**, Program Co-Directors. The society meets on Tuesday evenings; call Pat Devine (404/423-6231) for the schedule.

Finally, on a historical note, **Harold Manger** noted to me that in the early 1960's SIOP had a different meaning: Single Integrated Operational Plan. This SIOP was the Pentagon's road map for a full-scale war with the Soviet Union, containing a list of all U.S. nuclear weapons and their targets. Harold came across this while reading Pete Earley's *Family of Spies: Inside the John Walker Spy Ring* and notes the irony given our current "cold war" with APA!

### In Honor of Fred A. Replogle, Ph.D.

His friends at Rohrer, Hibler & Replogle, Inc. have established the Fred A. Replogle Scholarship at Manchester College to honor him as a friend and recognize his lifelong contributions as a humanitarian, psychologist, and business leader.

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The scholarship funds flowing from these contributions will be awarded to a psychology major at the College who best approaches the ideals embodied by Dr. Replogle: faith, scholarship, continuous learning, and an unusual dedication to serving others.

Members of Division 14 who might wish to join in this endeavor to honor a distinguished citizen-psychologist as he approaches his 90th birthday anniversary may send a check to:

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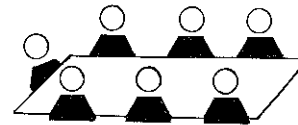
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## Committees

### Committee on Committees Report: SIOP Committee Member Survey

Ken DeMeuse, Geula Lowenberg & Walter Tornow

In June 1988, the Committee on Committees sent a survey to the chairpersons of all standing committees. The purpose of the survey was twofold: (1) to solicit feedback from current members on how to enhance committee functioning; and (2) to obtain their ideas on how to make the committee experience more developmental and rewarding. The chairpersons were asked to distribute the surveys to their members for completion.

A total of 95 Division 14 members responded. Table 1 summarizes the quantitative responses to the multiple choice questions of the survey. Generally, the results were quite positive. Nearly 70% of the respondents were satisfied (or very satisfied) with the present committee *structure and overall functioning*, while 49% were satisfied with the present committee *assignment process*. Eighty percent felt they benefitted "some extent" to "a great extent" from committee involvement. Fully 84% indicated they were "likely" to "very likely" to volunteer for committee assignment in the future ( $M = 4.32$ ,  $SD = 0.96$ ). On the other hand, it also should be recognized that 6% of these committee members did *not* know how the committee structure and functioning worked, and 15% did not know how the assignment process worked.

The results were analyzed to discern whether member responses systematically varied by (a) length of Division 14 membership and (b) employment setting. Although there were no differences between academicians and nonacademicians, more senior Division 14 members were *more* likely to be satisfied with the assignment process ( $r = .19$ ,  $p = < .05$ ), but *less* likely to volunteer for committee involvement in the future ( $r = -.33$ ,  $p = < .001$ ).

Finally, the background characteristics of the respondents reveal a rather diverse group of I/O psychologists. For example, their number of

years of Division 14 membership ranged from < 1 to 43 ( $M = 11.12$ ,  $SD = 9.07$ ). Their number of committee assignments ranged from 1 to 20 ( $M = 3.34$ ,  $SD = 2.95$ ); half of the respondents served on two or fewer committees over time. Sixty-one percent were from academic settings.

The Society already has taken several actions that address some of the key issues surfaced by this survey. These actions include:

- (1) Development of an *Administrative Manual* to prepare and guide members who are associated with Committees. This document, among other things, addresses questions that members voiced with

TABLE 1

Members Satisfaction with Committee Process and  
Likelihood of Continued Involvement

Survey Question	Number	Percentage
How satisfied are you with the present committee structure and overall functioning?		
Very dissatisfied	0	0%
Dissatisfied	8	8%
Neutral	16	17%
Satisfied	43	46%
Very satisfied	22	23%
Do not know how it works	5	6%
How satisfied are you with the present committee assignment process?		
Very dissatisfied	1	1%
Dissatisfied	10	10%
Neutral	24	25%
Satisfied	30	32%
Very satisfied	16	17%
Do not know how it works	14	15%
To what extent have you benefitted from committee involvement?		
None whatsoever	5	5%
Very little extent	9	10%
Little extent	5	5%
Some extent	52	55%
A great extent	24	25%
How likely are you to volunteer for committee assignment in the future?		
Very unlikely	2	2%
Unlikely	4	4%
Uncertain	9	10%
Likely	26	28%
Very likely	53	56%

Note: A total of 95 Division 14 members responded to the Committee on Committees' Survey.

regard to mission, administrative structure, committee process, and responsibilities.

- (2) Publication of an article in **TIP** (November 1988) on SIOP Committees—"How The Committee Selection Process Works." This article addresses key questions that members raised about the committee structure and overall functioning. The article describes the selection factors which go into committee assignment recommendations, as well as the policies which govern committee tenure and service on multiple committees.
- (3) To overcome any issues and perceptions of "good old boys network"—a concern expressed by a few members when it came to the committee assignment process—the Society created the Committee on Committees several years ago. This committee over the years has developed a set of policies and procedures designed to promote service on committees by a maximum number of interested Society members. This includes a process which is intended to make self-nomination easy, and final committee selection fair.

## 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.

**APPLICATION FOR STUDENT AFFILIATE MEMBERSHIP**  
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Advisor's Signature \_\_\_\_\_

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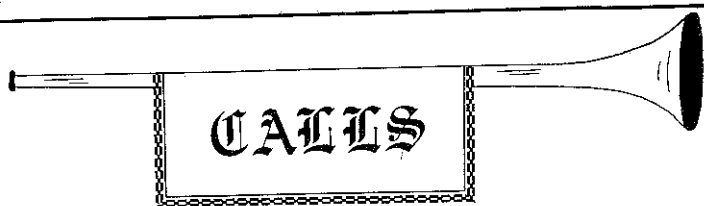
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### NEW PROFESSIONAL ORGANIZATION

The formation of The Association for the Management of Organization Design has been announced. The association will provide a clearinghouse for approaches to better organization structures and design. For more information, contact **Management Structures and Systems, 600 Embassy Square Blvd., Suite 604, Louisville, KY 40299, 502/499-2151.**

### VIDEOTAPES ON DRUG ABUSE AT WORK

The National Institute on Drug Abuse, the Federal agency which serves as the focal point for research and demonstration programs on drug abuse, has announced availability of *Drugs at Work* and *Getting Help*—the first two in a four-part videotape series on drug abuse in the workplace.

Available in both employer and employee versions, the videotapes are designed to be part of a comprehensive workplace drug abuse program. The videotapes are available on free loan from **Modern Talking Picture Service Scheduling Center, 5000 Park Street, North, St. Petersburg, FL 33709, (813) 541-5763.** They are available for purchase from **National Audio Visual Center, Customer Service Station, 8700 Edgeworth Drive, Capital Heights, MD 20743-3701, (301) 763-1896.**

### 1990-91 COMPETITION OPENS FOR FULBRIGHT SCHOLAR AWARDS

The Council for International Exchange of Scholars has announced the opening of competition for 1990-91 Fulbright grants in research and university lecturing abroad.

The awards for 1990-91 include about 1,000 grants in research and university lecturing for periods ranging from three months to a full academic year. There are openings in over 100 countries and, in many regions, the opportunity exists for multicountry research. Fulbright awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply. Applications are especially encouraged from professionals, retired faculty, and independent scholars.

Grant benefits, which vary by country, generally include round-trip travel for the grantee and, for most full academic-year awards, one dependent; stipend in U.S. dollars and/or local currency; in many countries, tuition allowance for school-age children; and book and baggage allowances.

The basic eligibility requirements for a Fulbright award are U.S. citizenship; Ph.D. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language. It should be noted that there is no limit on the number of Fulbright grants a single scholar can hold, but there must be a three-year interval between awards.

Application materials are available in April 1989. For more information and applications, call or write **Council for International Exchange of Scholars, 3400 International Drive, Suite M-500, Washington, D.C. 20008-3097. Telephone 202/686-7866.** (Note new address and phone.)

### 1990-91 ADVANCED RESEARCH FELLOWSHIPS IN INDIA

The Indo-U.S. Subcommittee on Education and Culture is offering twelve long-term (6-10 months) and nine short-term (2-3 months) awards for 1990-91 research in India. These grants will be available in all academic disciplines, except clinical medicine. Applicants must be U.S. citizens at the postdoctoral or equivalent professional level. The fellowship program seeks to open new channels of communication between academic and professional groups in the United States and India and to encourage a wider range of research activity between the two countries than now exists. Therefore, scholars and professionals with limited or no prior experience in India are especially encouraged to apply.

Fellowship terms include: \$1,500 per month, of which \$350 per month is payable in dollars and the balance in rupees; an allowance for books and study/travel in India; and international travel for the grantee. In addition, long-term fellows receive international travel for dependents; a dependent allowance of \$100-\$250 per month in rupees; and a supplementary research allowance up to 34,000 rupees. This program is sponsored by the Indo-U.S. Subcommittee on Education and Culture and is funded by the United States Information Agency, the National Science Foundation, The Smithsonian Institution, and the Government of India.

**The application deadline is June 15, 1989.** Application forms and further information are available from: **Council for International Exchange of Scholars, Attn: Indo-American Fellowship Program, 3400 International Drive, Suite M-500, Washington, D.C. 20008-3097, Telephone: 202/686-4013. Contact: Lydia Z. Gomes, Area Chief, South Asia, Telephone: 202/686-4013.**

## CALL FOR PAPERS

*Studies in Technological Innovation and Human Resources* is a bi-annual series of books, published by de Gruyter (Berlin and New York), which brings together research, critical analysis, and proposals for change in this fairly new and highly important field of inquiry: Technological innovations and how they affect people in the workplace. Technology includes computers, information systems, telecommunications, computer-aided design and manufacturing, artificial intelligence and other related forms.

The upcoming Volume III, **MANAGEMENT AND TECHNOLOGY-MEDIATED COMMUNICATION**, will particularly include papers that are critical and reflective; report on cases of successful technology-mediated communication in organizational settings; report on failures; attempt to demonstrate change in communication content, patterns and quality due to technology; investigate how speed and complexity may be affected by technology-mediated communication; compare various communication means such as telephone, computer mail, video and typewritten and other communication processes and outcomes; and assess efficiency, costs, benefits and effectiveness.

For more information, contact: **Urs E. Gattiker, Technology Assessment Research Unit, School of Management, The University of Lethbridge, Lethbridge, Alberta, Canada T1K 3M4 or 403/320-6966.**

## Upcoming Conferences and Meetings

- May 7-12 27th Annual National Society for Performance and Instruction Conference. Denver, CO. Contact: National Headquarters, NSPI, (202) 861-0777.
- May 15-18 Annual International Congress on the Assessment Center Method. Pittsburgh, PA. Contact: Development Dimensions, Inc., (412) 257-0600.
- May 23-26 19th Annual O.D. Information Exchange. Williams Bay, WI. Contact: Donald Cole, O.D. Institute, (216) 461-4333.
- June 4-8 Annual Conference of the American Society for Training and Development. Boston, MA. Contact: Joy O'Day, ASTD, (703) 683-8188.
- June 10-12 American Psychological Society Convention. Washington, D.C. Contact: Virginia E. O'Leary, Radcliffe College, (617) 495-8052.

- June 18-22 Annual Conference of the International Personnel Management Association Assessment Council. Orlando, FL. Contact: Joanne Adams, IPMA, (703) 549-7100.
- June 25-28 Annual Conference of the American Society for Personnel Administration. Boston, MA. Contact: ASPA, (703) 548-3340.
- Aug. 6-10 Annual Convention of the American Statistical Association. Washington, DC. Contact: ASA, (202) 833-3410.
- Aug. 11-15 Annual Convention of the American Psychological Association. New Orleans, LA. Contact: APA, (202) 955-7705.
- Aug. 11-16 Annual Meeting of the National Academy of Management. Washington, D.C. Contact: Janice Beyer, Univ. of Texas, Management Dept., (512) 471-8825.
- Aug. 16-20 The 9th Organization Development World Congress. Saalbach, Austria. Contact: Donald Cole, O.D. Institute, (216) 461-4333.
- Oct. 1-3 The 1989 National Assessment Conference. Minneapolis, MN. Contact: Teresa Jensen, Personnel Decisions Incorporated, (800) 633-4410 or (612) 339-0927.
- Oct. 16-20 Annual Conference of the Human Factors Society. Denver, CO. Contact: Craig Hartley, the Human Factors Society, (213) 394-1811.
- Nov. 8-10 Third Conference on Quality of Life and Marketing. Blacksburg, VA. Contact: M. Joseph Sirgy, Department of Marketing, Virginia Tech, (703) 231-5110.
- Dec. 12-15 International Personnel & Human Resources Management Conference. City Polytechnic of Hong Kong. Contact: Dr. Ben Shaw, Department of Management, University of Baltimore, (301) 625-3145 or Dr. Ken Rowland, University of Illinois, (217) 333-4518 or 4547.

Note. This list was prepared by Ilene Gast and Lance Seberhagen on behalf of SIOP's External Affairs Committee. If you would like to suggest additional entries, please call Ilene Gast at (202) 653-6688.

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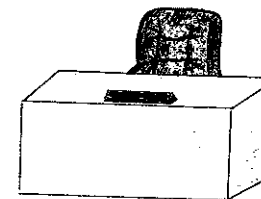
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**VISITING FACULTY POSITION AT PENN STATE.** The Department of Psychology at Penn State University has an opening for a visiting I/O faculty member for the 1989-90 academic year. Rank is open, but we are especially interested in a senior level person who may be on sabbatical leave from another institution. Part-time teaching may be arranged. Interested individuals should contact: **Dr. Rick Jacobs, Department of Psychology, 520 Moore Building, Penn State University, University Park, PA 16802; 814/863-1734.** Penn State is an Equal Opportunity/Affirmative Action Employer.

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## CRITERIA FOR MEMBERSHIP

### Society for Industrial and Organizational Psychology, Inc. Division 14 of the American Psychological Association

Membership in the Society for Industrial and Organization (I/O) Psychology, Inc. is open to Fellows, Members, and Associates of the American Psychological Association (APA). Applications for status in this division as Member or Associate or as Foreign or Student Affiliates of the Society are handled through the Society Membership Committee. Recommendations for status as Fellow are made through the Fellowship Committee.

Article 1, Section 2 of the Society Bylaws describes the Society's purpose as "to promote human welfare through the various applications of psychology to all types of organizations providing goods or services." Examples of such applications include: selection and placement of employees, organization development, employee counseling, career development, conflict resolution, training and development, personnel research, employee motivation, consumer research and product evaluation, and design and optimization of work environments.

The requirements and instructions for application for Associate or Member status or Foreign or Student Affiliate are given below:

#### Qualifications for Member Status:

1. Members must meet the standards for Members in APA:
  - a. Have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing.
  - b. Be engaged in study or professional work that is primarily psychological in nature.
2. a. Must be engaged in *professional activities*, as demonstrated by research, teaching, and/or practice, *related to the purpose of the Society* as stated in Article 1, Section 2 of the Bylaws. Such activities may be performed in a variety of settings, such as private business or industry, educational institution, consulting firm, government agency, public service foundation, or self. There must be at least one year of full-time service in these activities.



- 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 69 of this issue.

#### Qualifications for Foreign Affiliate Status:

Must be Foreign Affiliates of APA.

\*From Society Bylaws

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Advertising may be purchased in **TIP** in units as large as two pages and as small as a half-page spread. In addition, "**Position Available**" ads can be obtained at a charge of \$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.

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