

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

Editor:

Steve W. J. Kozlowski
Department of Psychology
Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117
Phone: 517-353-8924

Business Manager:

Rick Jacobs
520 Moore Building
Department of Psychology
Pennsylvania State University
University Park, PA 16802
Phone: 814-863-1867 or
814-237-5997

Editorial Board:

J. Kevin Ford
Theodore H. Rosen
Craig J. Russell
James C. Sharf

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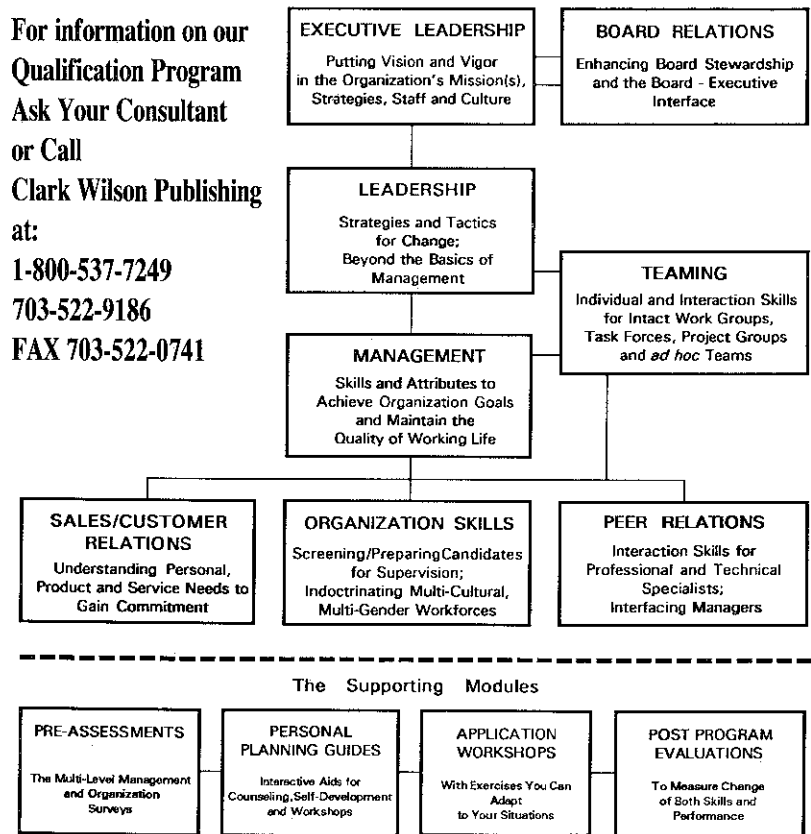
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The Industrial-
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Editorial

Steve W. J. Kozlowski

This issue of **TIP** marks my first effort as the new editor of your newsletter. I am still somewhat surprised to find myself in this position. I can remember quite clearly being amused when I heard some three years ago that my friend and former advisor Jim Farr had taken on the position. Why would anyone voluntarily take on the work required to edit **TIP**, I wondered? I can now report that the answer to that question is still elusive. If hard pressed, however, I would have to point to the persuading, cajoling, and (not a little) arm-twisting by the Society's new president, Neal Schmitt, and by **TIP**'s previous editor, Jim Farr (who, incidentally, seemed to take a special delight in passing **TIP** on to me). In any case, I said yes and I am glad I did. **TIP** is a great deal of work, but provides many intangible rewards.

I would like to thank Jim Farr for his assistance during my on-the-job training and for the superb job he did as editor, which I will try to emulate. **TIP** is widely regarded as the best newsletter in APA or the Academy of Management. This is due to the hard work and dedication of the succession of **TIP** editors, each of whom has steadily improved the level of its quality, and **TIP** contributors, who provide the actual content of each issue. I'll be relying on all of you to provide that content and comments about what you would like to see in **TIP**.

Rick Jacobs has agreed to stay on as Business Manager for one more year, so I'll have fewer things to worry about, at least initially. **TIP** advertising has steadily increased under Rick's management, which is good news for all readers. Advertising revenue helps us to increase the amount of content in **TIP** and still keep costs relatively constant. If you have a product or service to offer, advertise in **TIP**!

This year I will be assisted by an editorial board composed of both new and returning members. Kevin Ford and Craig Russell are joining the board as new members who will be helping to develop some feature articles. Ted Rosen will continue to manage the clearinghouse for technical reports and Jim Sharf will continue to use his contacts to keep us apprised of the ever-shifting legal environment. My thanks in advance for their assistance.

As explained in the message from the Society's President, Neal Schmitt, SIOP is engaged in many new activities designed to strengthen our organization. Many of these activities have implications for **TIP**, so you can expect to see some changes over the next year or two. Once the

Society completes its membership survey and member database, all mailing labels will be handled through the SIOP Administrative Office. This will simplify subscriptions and mailings because labels are currently generated by different sources. In addition, the impending shift of Society business activities to the SIOP meeting will be accompanied by a modification in **TIP's** publication schedule. There will only be three issues to Volume 27—no August issue in 1990. Volume 28 will begin in July (Issue 1, May 15 deadline) followed by issues in October (Issue 2, August 15 deadline), January (Issue 3, November 15 deadline), and April (Issue 4, February 15 deadline). There are bound to be some minor glitches with all these changes, but with your indulgence I have no doubt that we will handle them all.

That's where we're headed. Please feel free to contact me with comments about **TIP**. I will apologize in advance if I am slow (or unable) to acknowledge all correspondence or submissions, but, for the most part, the time compression surrounding submission, deadline, and publication is so short and hectic that formal acknowledgement is often not feasible. If you have questions, call me. I'll do my best to be responsive to your concerns.

Journal of Occupational Psychology

Selected contents of recent issues

- Rewards investments alternatives and organizational commitment: Empirical evidence and theoretical development — *N. Oliver*
- Performance evaluation and compensation feedback messages: An integrated model — *B.D. Bannister & D.B. Balkin*
- Coping with job-related stress: The case of teachers — *I.S. Schonfeld*
- Self-ratings, supervisor ratings, position and performance — *P. Herriot & J. Lane*
- Predicting commitment to company and union: Divergent models — *J. Barling, B. Wade & C. Fullagar*
- Consequences of changing employers amongst young engineers — *T.J. Newton & A. Keenan*
- Decision making in the graduate selection interview: A field study — *N. Anderson & V. Shackleton*
- The measurement and antecedents of affective, continuance and normative commitment to the organization — *N.J. Allen & J.P. Meyer*
- Union commitment: An examination of antecedent and outcome factors — *J.W. Thacker, M.W. Fields & L.A. Barclay*
- The *Journal of Occupational Psychology* (ISSN 0305-8107) is published four times a year and edited by Dr Michael West (University of Sheffield). The price of volume 63(1990) is £64 (US\$119.00).
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A Message from Your President

Neal Schmitt

The activities of the Society continue to be influenced by both internal and external change. Some of this change results from our own effort as is true of our successful annual conference and the publication of two series of edited volumes. A great deal of change has resulted from our relationship with APA, the failure a year ago of the effort to reorganize APA, and the emergence of the American Psychological Society.

By the time you read this message you will be aware that the Society is now collecting its own dues. This change came as a result of the fact that we voted overwhelmingly (93% to 7%) to change our by-laws to allow membership in SIOP to members of either APA or APS. Since we could not expect APA to collect dues of nonmembers, it became necessary to collect our own dues. You will no longer be asked to pay your divisional assessment as part of APA dues if you remain a member of that organization. Partly because of the need to collect our own dues and the increased demands placed on the Society office and other increases in expenditures, **John Hinrichs**, SIOP's Financial Officer, and the Executive Committee, recommended a dues increase of ten dollars at the Society's business meeting in New Orleans. That recommendation was passed unanimously and the increase was reflected in your dues statement. To allow collection of our own dues and to provide various types of member information, a survey was sent to all members last July. This survey will provide input to various committee efforts, launch research into what our members are doing, and trace any changes in membership activities over time. It will also provide the basis for the first SIOP membership directory.

As you might guess, these activities have increased the demands on our central administrative office. These demands plus the request of the University of Maryland were the basis for moving our administrative office to Personnel Research Associates in Chicago. This move was approved at the Incoming Executive Committee meeting in New Orleans and took place on October 7. Both Personnel Research Associates and SIOP have agreed to monitor the activities and expenditures of our office

closely over the next year to determine if any further changes are required. As is indicated in the back cover of this issue of **TIP**, our administrative office has a new address and phone number. Please note this address change and direct any communication to the administrative office to this new address.

Over the past several years, the Society has been well served by its University of Maryland office. On behalf of SIOP, I would like to express our appreciation to **Jennifer Ireland**. We have become accustomed to her responsible and professional work behavior and pleasant helpful attitude. As usual, she was very helpful in accomplishing a smooth transition of our office to Chicago. Thank you.

We are also changing our calendar year to coincide with our Annual Conference. Effective in April 1990, our year begins and ends with SIOP's midyear conference in April. This means that the Society's business meeting, all awards presentations, the vote on Fellowship status, and the presidential address will occur at the April meeting. It also means that we will change officers in April of each year. The 1989-90 Society business year will be only eight months long. This has produced the need for many adjustments in the work of some Society committees, all of which seem to have occurred smoothly.

These various changes have also meant increased responsibilities for the committees which do most of the Society's work. **Wayne Camara** is taking over as chair of SIOP's Membership Committee and will be heavily involved in the processing of the Membership Survey and the production of the membership directory. **Bill Macey** and the personnel at SIOP's new administrative office have also been heavily involved in this activity. Wayne's committee will also continue to process new member applications and to monitor APA/APS memberships.

Lynn Offermann was appointed chair of the Committee on Committees by **Frank Landy**, SIOP President-Elect. She will have only a few short months to provide recommendations for a new set of committee chairs and members. Elsewhere in this issue of **TIP** is a form for self-nomination to membership in Society committees. I urge you to apply now in order to help SIOP in next year's committee work. The Society depends very heavily on volunteer help from a large number of members and we have been successful in appointing all volunteers to some Society committee (though sometimes not the volunteer's first choice). My thanks to **Walt Tornow** who collected the necessary data and compiled a list of potential committee members for the 1989-1990 year.

Bill Blazer is chairing this year's Awards committee and was faced with a very early deadline (before publication of this issue of **TIP**) for nominations for the various Society awards. This change in deadline required more than the usual effort in promoting candidates for these awards.

Also adapting to the change in schedule are the two workshop and program committees. **Kevin Ford** is chairing the Society's Annual Conference program. He and his committee hope to have the convention program in final form by December 1 so that it can be published in the February issue of **TIP**. Our program this April in Miami will consist of a day of workshops and three days of refereed program sessions including symposia, poster sessions, roundtables, etc. Publication of the full program in **TIP** will allow you to plan your attendance at our conference with knowledge of the program. Please register early for the Annual Conference as most of the hotels with whom we have signed contracts will not hold rooms for convention participants if they do not register 30 days before the convention. This means you must secure lodging in a different hotel at unguaranteed rates.

As our attendance at APA shrinks, it is becoming more and more difficult to fill our program hours with attractive options. **Mike Campion** has taken this shrinkage as a challenge and has recruited a large number of committee members who, besides evaluating the usual program submissions, have committed themselves to submitting a proposal for the APA program. **Steve Doerflein** will be leading the APA Workshop Committee. He and his committee will also be developing a proposal to offer workshops at sites and times not coincident with the APA or SIOP conventions. This effort should provide more continuing education opportunities to members and greater accessibility to those opportunities. **Elliott Pursell** and his SIOP Workshop Committee have organized the workshops for the Annual Conference meeting in Miami.

Ron Johnson continues as chair of the Society Conference Committee. He has successfully negotiated for an extra conference day in Miami and future annual conferences in St. Louis and San Francisco. **Stan Silverman** has lent his considerable experience in negotiating contracts with new conference sites during Ron's absence this past year and **Diana Stone** will again handle the registration at the Annual Conference. **Linda Neider** has generously agreed to handle local arrangements for our conference in Miami.

As has been reported in several previous issues of **TIP**, three committees have been studying the Society's position with respect to licensure of I/O psychologists. State Affairs under the leadership of **Vicki Vandever**, Professional Affairs led by **Bob Boldt**, and Education and Training now chaired by **Ron Downey** (**Manny London**, former E & T Chair, has been elected our new Financial Affairs officer) are all involved in this process. At the Incoming Executive Committee meeting, an interim set of guidelines by which state licensing boards could evaluate the educational background of I/O psychologists provided by State Affairs and a plan to arrive at a more comprehensive set of

guidelines provided by Professional Affairs were discussed. As anyone who has ever dealt with licensing issues knows, there are a great diversity of opinions regarding licensure even among I/O psychologists. In spite of this diversity, I do believe we are making progress on some restatement of our positions on licensing. Of course each of these three committees has other more normal activities which they are pursuing.

Don Davis is the new chair of External Affairs. His committee plans to continue efforts to promote media coverage of our Annual Conference and to promote discussion of I/O Psychology in Psychology textbooks. External Affairs had also developed plans for a conference in China, but last spring's events in China have caused an indefinite postponement of those arrangements. Scientific Affairs, under the leadership of **Richard Klimoski**, has a number of new initiatives planned to promote the science of I/O Psychology. This committee also continues to monitor the activities of the APA Board of Scientific Affairs and current developments in the testing area. As chair of the Fellowship Committee, **Paul Sackett** is seeking and evaluating candidates for Fellow status in the Society.

We now have two book series—the Frontiers Series devoted to the publication of volumes dealing with “cutting edge” research and theory in I/O Psychology, and the Practice Series which emphasizes issues in the practice of I/O Psychology. **Irv Goldstein** continues as editor of the Frontiers series and **Doug Bray** edits the Practice series.

Finally, the inside front cover of this issue of **TIP** indicates that we have a new editor of **TIP**, **Steve Kozlowski**. We are confident that **TIP** will be as interesting and informative during Steve's editorship as it was during **Jim Farr**'s three years.

While this year will literally be a short one, much of the work involved will be no different than if we had a full twelve months. It is obvious there is much to do. We continue to be an active voice within APA's Council and respond to various APA initiatives. At the same time, we hope to be influential participants in the development of APS. **Ann Howard** is a member of this year's APS Program Committee. We encourage members to submit proposals to the APS Program Committee and papers to the new APS journal, *Psychological Science*, the first issue of which will be published in early 1990. I certainly appreciate the willingness and enthusiasm of those committee chairs and members who agreed to help this year. Again I urge you to nominate yourself for one or more of next year's committees using the form included in this issue of **TIP**.

CSPP

Looking at the Human Side of Corporate Mergers and Acquisitions

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

*Question: High failure
rate of mergers and
acquisitions*

*Approach: Studies of
corporate mergers by
CSPP faculty member
Mitchell Marks discovered
strong links between
success and levels of
attention to human side.
Donald Wing's studies of
250 middle managers
supported these results,
finding that, rather than
age, sex and job history,
the quality of commitment
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values and primary
relationships.*

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counsel for merging
organizations that
supports an atmosphere
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SIOP '90—MIAMI Beach

Ron Johnson

By now, every SIOP member should have circled the dates of April 19-22, 1990. Those are the dates of the Society Annual Conference. For those of you unfamiliar with the conference format or who may have forgotten that the program expands by a day for our fifth conference, let me remind you of some details.

April 19 will be workshop day. The Workshop Committee, under the leadership of Elliott Pursell and Steve Doerflein, is planning on offering 12 workshops. Consistently, the SIOP Annual Conference Workshops have been heavily subscribed due to their high quality. Look for the announcements and registration materials in the mail by early January.

April 19 will also be the day of the doctoral consortium. This year's event for doctoral students is being organized by Bob Vance and Greg Dobbins.

By the time that you receive this issue of **TIP**, Kevin Ford and his Program Committee will have completed their challenging task of organizing the program. The number of quality submissions for the program has increased each year and the Program Committee should be commended for the work they do to assure that we have a memorable experience at the conference. While the program portion of the conference has been expanded to three days, April 20-22, the committee is still going to have to make difficult decisions in choosing the submissions accepted for presentation in Miami Beach.

Last year, I encouraged you to help set a new attendance record for the Society Conference. You responded admirably! The Boston attendance exceeded 1,000. For our fifth annual conference, I think that we can approach 1,100 registrations. Dianna Stone and her Registration Committee love challenges. Have you ever attended a conference where registration went more smoothly than you experienced in Boston? I doubt it. Join us in Miami Beach and see how smoothly 1,100 registrants can be accommodated. You will be impressed.

I do need to alert you to one change so that you do not make unnecessary phone calls next spring. **YOU WILL NOT RECEIVE A PROGRAM BOOKLET IN THE MAIL PRIOR TO THE CONFERENCE.** An outline of the program will appear in the February issue of **TIP**. Program booklets will be provided to all registrants at the registration desk in Miami Beach.

Mark your calendar now. Fifth Annual Society Conference at the Miami Beach Fountainbleau Hilton will be held April 19-22, 1990. American Airlines has been chosen as the air carrier for the Society Conference and is offering special fares for those attending the conference. American has recently designated Miami as one of their hubs, so most of you should be able to get connections on American and save money!

See you in Miami Beach in April!

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**Call for Program Proposals:
1990 APA Convention in Boston, Massachusetts**

Michael A. Campion

The 1990 APA Convention will be held in Boston, Massachusetts, from August 10th to the 14th. Program proposals are due on *December 15, 1989*. Thus, the time for developing program proposals is *now*.

In developing program proposals, it is important to keep in mind that the submission procedures for the APA Convention are not the same as the procedures for the SIOP Conference. To prepare your submissions for the 1990 APA Convention, this column provides a summary of some key points. The procedures described are consistent with those published in the official APA Call for Programs, which you should have received in October.

Criteria for Evaluation of Program Submissions

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

Individual Paper Presentations. Over the last several years, Division 14 has used poster sessions as the only format for presentation of individual papers. For the 1990 APA Convention, a second format is also possible. Submitted papers that have been accepted and which revolve around a common theme (e.g., training issues) will be examined by the Program Committee for possible presentation as a symposium. The Program Committee will have responsibility for this decision and the determination of a chairperson and discussant for these special symposia.

In evaluating individual papers, three criteria will be used:

- * **Appropriateness of Topic:** The interests of Division 14 members can be broadly described as psychology as it relates to work.
- * **Technical Adequacy:** Reviewers on the Program Committee expect papers to be technically sound. They use standards quite similar to those in reviewing a paper for potential publication in an academic journal. It is important that you adequately describe your methods and statistical analyses.
- * **Contribution to Knowledge:** You should be sure to describe how your paper contributes to our understanding of the subject matter you are investigating.

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

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

Submission Procedure

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

- * APA distinguishes between two types of submissions: presentations and programs. There are different submission procedures for each. "Presentations" refer to individual papers; "Programs" refers to symposia, debates, panel discussions, and other types of sessions involving multiple presenters. Be sure to use the appropriate cover sheet for your submission. The APA Call for Papers includes both sheets.
- * All paper presentation proposals receive blind reviews. Therefore, when you submit *five* copies of your paper, the first page should include the title of the paper and the abstract but *not* the names of the authors. The papers accepted will be presented in either a poster session or in a symposium session.
- * Individual papers must represent completed work. Papers will not be accepted that include statements such as "data collection is in progress."
- * Papers that significantly exceed the 1800 word limit established by APA will be returned unreviewed. This is done out of fairness to other authors who submit papers which meet the 1800 word limit. We will use 10 pages of text as the upper bound (double spaced, one inch margin, elite type).

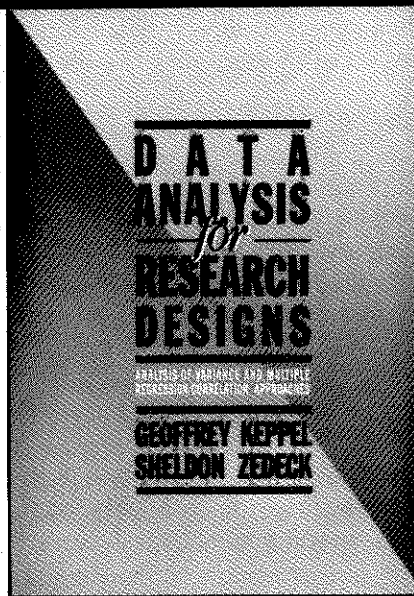
- * Multi-presenter program proposals such as symposia and debates do not receive blind review. In evaluating the proposal, it is important to know who the participants will be. We ask that you prepare *five* copies of the complete proposal including: (1) the list of participants with addresses, affiliations, and presentation titles; (2) each participant's summary (of about 300 words each); and (3) an introductory statement that emphasizes the integration of the various presentations (of about 300 words). Again, 10 pages of text will be used as the upper bound (double spaced, one inch margins, elite type). In most cases you should build in adequate time for questions and comments from audience members. Balance can be provided by including a discussant or by scheduling two discussants with different perspectives.
- * Late submissions will be returned unreviewed. This is not done out of malice; we are simply under an extremely tight deadline. Within 24 hours of the deadline, we will be sending all papers to Program Committee members for review. As mentioned, the deadline for receiving program proposals is **December 15, 1989**. It should be emphasized that this deadline refers to the *receipt* of your submission, not the date it is postmarked.
- * Submissions, inquiries, and suggestions for the 1990 APA Convention should be sent to: **Michael A. Campion**, School of Management, 472 Krannert Building, Purdue University, West Lafayette, IN 47907. (Phone: 317-494-5909.)

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SIOP Awards

Eugene F. Stone

A number of individuals were honored at the August 12, 1989, business meeting of the Society for Industrial and Organizational Psychology. Eugene F. Stone, Chair of the Society's Awards Committee, presented certificates and \$500 checks to the winners of four prestigious awards sponsored by the Society:

Lyman W. Porter, Professor of Management and Psychology, University of California, Irvine, was named the winner of the 1989 Distinguished Scientific Contributions Award. The citation that accompanied his award states:

"Lyman W. Porter is an internationally acclaimed scholar and researcher in the field of Industrial and Organizational Psychology. During his remarkable career he has done seminal research on motivation, job satisfaction, organizational communication, and organizational commitment. His contributions to our understanding of organizations have helped shape the field of organizational behavior and have impacted business education as well as the field of psychology.

"Throughout his distinguished career he has produced over a hundred publications many of which have become classics. He has also strongly influenced research through his tireless pursuit of excellence as a university administrator, teacher, and a leader in numerous scholarly and professional organizations.

"In recognition of all the contributions that Dr. Lyman W. Porter has made to the science of our field, the Society for Industrial and Organizational Psychology is pleased to present him with the 1989 Distinguished Scientific Contributions Award."

William C. Byham of Development Dimensions International was designated the winner of the 1988 Professional Practice Award. The citation that accompanied his award reads:

"For his advancement of the assessment center method through the development of a wide array of standardized job simulation exercises, the training of innumerable peer professionals and human relations specialists, and perennial support of the International Congress on the Assessment Center Method. For his undying energy in the dissemination of industrial/organizational psychology concepts in speeches, seminars, and training sessions throughout the world, and in a wide range of academic and popular publications translated into dozens of languages. For his efforts to increase the quality of American education using in-

novative assessment, selection, and training technologies. For his contributions to a truly vast range of applications in assessment, interviewing, robotics, empowerment of workers, productivity improvement, and the law and personnel selection.

"In recognition of all of these contributions to the practice of Industrial and Organizational Psychology, the Society for Industrial and Organizational Psychology takes pleasure in designating William C. Byham as the recipient of the 1989 Professional Practice Award."

Richard J. Campbell, Professor of Psychology, New York University, and **Mildred Engberg Katzell** of Medford, New Jersey, were each named winners of the Society's Distinguished Service Award.

The citation associated with Dr. Katzell's award reads:

"Dr. Katzell has served industrial and organizational psychology in so many ways that it is difficult to enumerate all of them. As a tireless and dedicated proponent of the Society for Industrial and Organizational Psychology, she has probably made her greatest impact in the higher levels of the American Psychological Association's governance. As a member of the Board of Directors and as Division 14's Representative to the Council of Representatives, she took only the most rational positions and defended them in a strong, persuasive, but gentle manner. She has consistently advocated the scientist-practitioner model, promoted respect and support for science, and opposed interests inimical to industrial and organizational psychology and those which threatened the well-being of psychology as a whole. For example, although she personally opposed the purchase of *Psychology Today*, when sound management of that magazine was needed, Dr. Katzell stepped in as Chair of the Board. It is to her credit that the ill conceived decision to buy that magazine did not result in an all-encompassing failure.

"Dr. Katzell has served within the Society for Industrial and Organizational Psychology on numerous committees and has willingly taken on special assignments, always carrying them to a successful conclusion.

"Furthermore, she has provided an outstanding example of the scientist-practitioner model in her employment and numerous activities in other professional organizations.

"Dr. Katzell basks in the shining light of dedication and is truly deserving of the Society for Industrial and Organizational Psychology's award for distinguished service.

"In recognition of her many and important service-related contributions, the Society for Industrial and Organizational Psychology takes pleasure in naming Mildred Engberg Katzell a winner of the 1989 Distinguished Service Award."

The citation that accompanied Dr. Campbell's award reads:

"Richard Campbell's service contributions to the Society for In-

dustrial and Organizational Psychology over the past twenty years are so extensive that it is appropriate for him to be a recipient of its first award for distinguished service contributions. The contributions have been in many and varied aspects of the Society's concerns, and their impact has been highly significant for all its members.

"Beginning as a member of the Division's Education and Training Committee in 1970, and continuing through terms as a member of the Executive Committee, the Long Range Planning Committee, division representative to APA Council, and the presidency of the Society, Richard has made many conspicuous and impressive contributions. He has been instrumentally involved in virtually all of the Society's achievements in the recent past.

"What stands out with regard to his service in appointed as well as elected positions is that there has always been an outcome that has moved the Society further along, either into new endeavors or to a stronger role for the Society among its members or within APA. For example, the *first* revision of the E&T guidelines occurred while he served on the E&T Committee; the *first* LRP activities involved him; the *initial* discussions of incorporation of the society took place during his term on the LRP. During his term as President of the Society, several activities were initiated that are now taken for granted, including the *Frontiers* series, the Society's office at the University of Maryland, and the mid-year conference. All of these undertakings involved many hours of discussion and deliberation, where Richard's contributions were of major significance. He moved the groups forward; he conveyed the message 'it can be done.'

"Richard has also served the Society through his participation in activities outside SIOP. He was a member of the Commission on the Organization of APA, where he prepared the survey of divisional concerns and needs, the results of which have served as the basis for all deliberations concerning APA structure since 1980. Even before that, he urged accommodation for scientist-practitioners within reorganization plans for APA, as a result of which the Scientist-Practitioner Coalition was established in the APA Council of Representatives. He was involved in the founding of the Assembly for Scientific and Applied Psychology, and when the vote on reorganization of APA failed, he led the move to convert that Assembly into the now-thriving American Psychological Society. All of these activities, and others too numerous to mention, have contributed directly and indirectly to the Society and to its members.

"Richard is also identified repeatedly as a role model by his peers and his juniors. He has been generous with his time and with his assistance. As one of his sponsors for this award said, 'He is a role model that I

always think about when leadership and service are discussed.' And another, who noted that no listing of his offices would suffice to show Richard's contributions: 'Clearly, these (his offices) are impressive; but they are the skeleton on which Richard's style has been the flesh . . . When his *hidden contributions* are added to the list of tangibles on his Vita, we certainly have the Service Contribution Award identified.'

"Another of his sponsors said it all in one brief sentence: 'Because Dick has always been a winner, the Society has been a winner'!"

"In recognition of his numerous and significant service-related contributions, the Society for Industrial and Organizational Psychology takes pleasure in designating Richard J. Campbell a winner of the 1989 Distinguished Service Award."

Kathy A. Hanisch and **Charles L. Hulin** of the Department of Psychology, University of Illinois at Urbana-Champaign were co-authors of the proposal that won the competition for the Edwin E. Ghiselli Award for Research Design. Their award winning entry was entitled "A Proposal to Study Retirement as a Voluntary Organizational Withdrawal Behavior."

Leigh L. Thompson, now an Assistant Professor of Psychology at the University of Washington, was selected as the winner of the 1989 S. Rains Wallace Dissertation Award. Thompson's award winning dissertation, "Social Perception in Negotiation," was completed at Northwestern University under the joint supervision of Max Bazerman (Northwestern University) and Reid Hastie (University of Colorado).

Susan H. Taylor, who is currently an Assistant Professor of Psychology, San Francisco State University, was recognized for having been deemed worthy of Honorable Mention status in the S. Rains Wallace Dissertation Award competition. Her dissertation, entitled "Conceptual and Methodological Issues in the Assessment of Sex-Related Pay Discrimination," was completed at the University of Minnesota under the direction of Marvin D. Dunnette.

In addition, **Andrea S. Eddy** was given a check in the amount of \$100 in recognition of winning the 1989 R. J. Wherry Award for the best paper presented at the Industrial/Organizational Psychology and Organizational Behavior Graduate Student Convention. Her award winning paper was entitled "Practical Intelligence Versus Academic Intelligence: The Relationship Between the Tacit Knowledge Inventory for Managers and the Armed Services Vocational Aptitude Battery." The paper was completed while Ms. Eddy served as an intern at the Air Force Human Resources Laboratory, San Antonio, Texas.

New SIOP Fellows

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

Robert Dipboye (Rice University): For his extensive investigations of the psychological processes involved in interpersonal judgments in the context of the selection interview and his strong contribution to the intellectual development of I/O students as a writer, role model and mentor.

Michael Gordon (Rutgers University): For his contributions to theory and research on company and union commitment and for promoting the acceptance of theories and the ethical practice of I/O psychology in union organized work environments.

Jerald Greenberg (Ohio State University): For his extensive, cumulative and programmatic work on the fundamental concepts and dynamics of distributive and procedural justice in the work place with applications to the areas of work assignments, compensation and performance appraisals.

Edward Levine (University of South Florida): For his efforts at translating concepts, theory and research into programs and materials for managers and practitioners with a focus on job and task analysis; also for his efforts in the promotion of graduate studies in I/O psychology.

David Nadler (Delta Consulting Group): For his contributions related to the theory and practice of organizational development, especially with regard to innovations in the practice of Human Resource Management; and for his published work which validly translates scientific concepts, theory and data for a wide audience of practitioners and managers.

Randall Schuler (New York University): For his influential research on models of stress in the work place; for his innovative work on concepts of strategic Human Resource Management; and for his voluminous writings of texts and summaries for students and practitioners in the area of Organizational Behavior and Human Resources.

Congratulations to all!

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Supreme Court's Wards Cove Packing Decision Redefines the Adverse Impact Theory Under Title VII

Edward E. Potter, Esq.
McGuiness & Williams

Overview of the Court's Decision and Its Impact

On June 5, 1989, in a 5 to 4 decision, the U.S. Supreme Court held in *Wards Cove Packing Company v. Atonio*, 109 S.Ct. 3115 (1989), that a Title VII adverse impact case cannot be established merely by showing that the percentage of minorities in skilled jobs is not as great as in non-skilled job categories. Instead, Justice White (joined by Chief Justice Rehnquist and Justices O'Connor, Scalia and Kennedy) ruled that the proper comparison is with the percentage of minorities among persons who are qualified for and interested in the skilled work. In addition, the majority rejected across-the-board attacks on employment systems, holding that plaintiffs must show that specific practices *caused* the statistical disparity.

Most importantly, the Court in *Wards Cove Packing* eliminated many previous differences between the disparate treatment and impact theories. Disparate treatment theory requires a showing of *intentional* discrimination. To establish a prima facie case, a plaintiff can show that he was a member of a protected group, was qualified for a job, did not receive it, and the job went to another person not in the protected group. The employer then can rebut this showing merely by presenting evidence that it had a legitimate reason for its business decision. The employer does not have to *prove* that the decision was necessary to its business as the employer previously had to prove to rebut a disparate impact case.

In *Wards Cove Packing*, the majority apparently made it easier for employers to rebut a showing of adverse impact. Instead of *proving* the "business necessity" of its practice, the employer need only produce evidence that its practice "serves, in a significant way, the legitimate business goals of the employer." The burden of convincing the court that the practice was not justified by business reasons then rests on the plaintiff. The court said one way a plaintiff can carry this burden is by proving that there were other selection devices with less adverse impact that would be equally effective in serving the employer's legitimate interests.

The decision does not eliminate the requirement that employers produce business justification for its practices. Rather, as Justice White's

majority opinion points out, in reviewing the employer's defense, the district court must conduct a:

reasoned review of the employer's justification for his use of the challenged practice once adverse impact has been shown. A mere insubstantial justification in this regard will not suffice, because such a low standard of review would permit discrimination to be practiced through the use of spurious, seemingly neutral employment practices.

Legislation has already been introduced by Senator Howard Metzenbaum (D-OH) to overturn the Court's decision. Employers should continue to recognize, however, that even under the Court's *Wards Cove* decision, Title VII remains a powerful incentive for an employer to assure that its employment practices are nondiscriminatory.

The Underlying Facts

Ward's Cove involves the employment practices of two companies that operate salmon canneries in remote and widely separated areas of Alaska. The canneries operate only during the salmon runs in the summer months. The locations of salmon runs vary from year to year, as does the number of cannery workers at various locations.

There are two types of jobs. Noncannery jobs are classified as skilled positions. They include: machinists and engineers who maintain the canning equipment; quality control personnel who conduct FDA-required inspections and record keeping; ship tender crews; cooks; carpenters; storekeepers; bookkeepers; beach gangs for dock yard labor and construction, and other jobs. Noncannery jobs are filled predominantly with white workers who are hired during the winter months from the companies' offices in Washington and Oregon.

Cannery jobs are filled predominantly by nonwhites, namely Filipinos and Alaska Natives. The Filipinos are hired through a hiring hall agreement with a Union local in Seattle. The Alaska natives primarily reside in villages near the remote cannery locations. The noncannery jobs pay more than the cannery jobs. Workers in each job group live in separate dormitories and eat in separate mess halls. All the justices, however, acknowledged that issues of segregation and nepotism that had been raised in the lower courts were not directly at issue before the Supreme Court. Thus, this was treated as a disparate impact case based "solely on [the plaintiffs'] statistics."

The Court's Statistical Ruling

The plaintiffs' statistical case was based primarily on a comparison between the large percentage of minorities holding cannery jobs and the

mostly white composition of the noncannery workforce. Had the Court accepted this method of comparison, it would have made a significant change in Title VII law by allowing a prima facie case merely because there were relatively more minority workers in one job category than in another.

But the majority rejected the plaintiffs' arguments and reaffirmed its long-standing view that the proper comparison is between the racial composition of the jobs at issue (here the noncannery jobs) and the racial composition of the persons in the relevant labor market with the qualifications and interest in performing those jobs. *Hazelwood School Dist. v. United States*, 433 U.S. 299, 307-08 (1977). Justice White pointed out that the vast majority of cannery workers were not qualified for, nor did they seek, skilled noncannery jobs.

Indeed, Justice White termed "nonsensical" the plaintiffs' attempt to compare the number of nonwhites in the skilled and unskilled jobs. If that view had prevailed, even an employer who hired skilled minorities at the level of their workforce availability, would nevertheless violate Title VII because of the larger percentage of minorities filling the unskilled job categories. But as there was no evidence that the employer deterred minorities from applying for the skilled jobs, or otherwise erected barriers to their moving from one job group to another, the mere statistical imbalance was not sufficient to establish a prima facie disparate impact case.

The Plaintiff Must Show the Specific Practice Caused the Statistical Disparity

In *Wards Cove*, the plaintiffs launched an across-the-board attack on the canneries' employment system. They alleged that several "objective" practices (e.g., nepotism, separate hiring channels, rehire preferences, and subjective decision making) all had a disparate impact on nonwhites. They failed, however, to demonstrate which of the practices resulted in the adverse impact.

The majority opinion affirmed the Ninth Circuit on this point and held that it was insufficient merely to list the employer's practices. Instead, the Court will require plaintiffs to demonstrate that the disparity they complain about has been *caused by* one or more of the employment practices, "specifically showing that each challenged practice has a significantly disparate impact on employment opportunities." However, once that causal connection is made, courts may not be very "fussy" about the plaintiffs' statistical proof. *Allen v. Seidman*, 50 FEP Cases 610 (7th Cir. 1989).

Employer Recordkeeping Obligation

In response to arguments that this standard is too harsh on plaintiffs, the majority opinion pointed out that liberal discovery under the Federal Rules of Civil Procedure gives plaintiffs broad access to employers' records. Further, Justice White stated that:

employers falling within the scope of the Uniform Guidelines on Employee Selection Procedures, 29 CFR § 1607.1, *et seq.*, (1988), are required to 'maintain . . . records or other information which will disclose the impact which its tests and other selection procedures have upon employment opportunities or persons by identifiable race, sex, or other ethnic group[s].' See § 1607.4(A). This includes records concerning 'the individual components of the selection process' where there is a significant disparity in the selection rates of whites and nonwhites. See § 1607.4(C). Plaintiffs as a general matter will have the benefit of these tools to meet their burden of showing a causal link between challenged employment practices and racial imbalances in the workforce . . .

This is the first time the Supreme Court has ever stated that the Guidelines recordkeeping provisions impose any required burden on employers.

The recordkeeping requirements of the Uniform Guidelines also have been a recent focus of attention of both the OFCCP and EEOC. The revised OFCCP Compliance Manual relies extensively upon the recordkeeping requirements in the Guidelines for statistical data needed to pursue potential discrimination under Executive Order 11246. In addition, EEOC recently proposed a rule which would incorporate the recordkeeping requirements of the Guidelines into EEOC's recordkeeping procedures.

To what extent the courts after *Wards Cove* will require strict compliance with the Guidelines remains to be seen. It is clear, however, that the Court has sent a strong signal that employers should be keeping adequate records and that documentation of employment practices will be important in litigating future Title VII cases.

The Employer May Rebut with Evidence of a Legitimate Business Reason

The most important and controversial part of the majority decision is its interpretation of the employer's rebuttal burden. Previously, in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971), and in later cases, the Court stated that the employer had to show that an employment practice with adverse impact was justified by "business necessity," or that the selection process had "a manifest relationship to the employment in question." Justice Stevens' dissent in *Wards Cove* strenuously argues

that this showing was an affirmative defense that had to be *proven* by the employer.

Justice White's majority opinion, however, holds that to the extent the Court's earlier opinions speak of the employer's "burden of proof," "they should have been understood to mean an employer's production—but not persuasion burden." As in a disparate treatment case, the employer faced with a prima facie disparate impact showing now can "articulate," and need not "prove" that it had a legitimate reason for its practice. Thus, with the addition of Justice Kennedy, a majority of the Court has adopted the rebuttal view previously expressed in Justice O'Connor's plurality opinion in *Watson v. Fort Worth Bank and Trust*, 108 S. Ct. 2777, 2790-91 (1988).

A majority of the Court now holds that "*the dispositive issue is whether a challenged practice serves, in a significant way, the legitimate employment goals of the employer.*" (Emphasis added.) And while an insubstantial justification will not suffice, at the same time, there is no requirement that the challenged practice be "essential" or "indispensable" to the employer's business. The majority stressed that courts are less competent than employers to restructure business practices. In future cases employers will rely heavily on the *Wards Cove* majority opinion to argue that their rebuttal burden has been eased significantly by the Court's decision.

The Type of Rebuttal Evidence Now Required of the Employer

As shown, in *Wards Cove Packing*, a majority of the Court has merged the traditional disparate treatment and adverse impact theories insofar as the burden stays with the plaintiff, and the employer may rebut a prima facie case by presenting evidence, rather than proving, a legitimate business reason for its practices. It remains to be seen how the lower courts will apply this new standard. Employers should not assume, however, that they automatically will win these cases merely by presenting testimony, an affidavit or a letter from a company official setting forth a generalized justification for its practice.

Disparate impact litigation traditionally has subjected the employer's reasons to intense scrutiny from expert witnesses, statisticians, or industrial psychologists to determine their credibility, rationality and adherence to industry practice. Employment decisions that cannot be supported with legitimate reasons still are subject to attack. It may be assumed that this detailed scrutiny will take place in many future Title VII adverse impact cases using the merged standards. Further, as previously noted, plaintiffs today often bring disparate *treatment* cases and evidence of intentional discrimination may still be used effectively against an employer. Disparate treatment law remains undisturbed by this decision.

Griggs v. Duke Power Was Not Overruled

Assertions that the Court overruled *Griggs v. Duke Power* overstate the *Wards Cove* holding. Indeed, it is likely that *Griggs* would have come out the same way even under the *Wards Cove* standards. In *Griggs*, the plaintiffs isolated specific practices (high school diploma requirement and aptitude tests) that had statistically significant adverse impact on minority job applicants. Because the employer could not show that these requirements were related to the jobs for which they were used, the Court found that the employer had not met its burden of showing business necessity. In future cases involving standardized tests, if an employer cannot show a valid business reason for a selection device, it may still be vulnerable under Title VII.

Indeed, Justice O'Connor's plurality opinion in *Watson v. Fort Worth Bank & Trust*, 108 S. Ct. 2777 (1988)—which was adopted by the *Wards Cove* majority—reaffirmed the principle that some facially neutral practices with adverse impact will violate Title VII even in the absence of a showing of intentional discrimination. In *Watson*, all of the justices agreed that where an employer's "undisciplined system of subjective decision-making has precisely the same effects as a system perverted by intentional discrimination, it is difficult to see why Title VII" should not apply. 108 S. Ct. at 2786-87.

Thus, while *Wards Cove Packing* has not expanded Title VII to permit unsupported across-the-board attacks on an employment system, plaintiffs still may have the ability to prove that discrete selection devices violate Title VII. In addition, the *Wards Cove* majority opinion reaffirmed the decision in *Connecticut v. Teal*, 457 U.S. 440 (1982), which held that even if an overall selection process shows no adverse impact, a plaintiff still may sue under Title VII if a particular component of a selection process has an adverse impact.

Do Employers Have to do Validation Studies of Selection Practices?

It is clear that employers may do such studies to support their business justification. As Justice O'Connor stated in the *Watson* plurality opinion, "[s]tandardized tests and criteria, like those at issue in our previous disparate impact cases, can often be justified through formal 'validation studies,' which seek to determine whether discrete selection criteria predict actual on-the-job performance." Thus, employers with studies showing the validity of a particular selection device have an excellent chance of proving the legitimacy of their employment practice.

But Justice O'Connor also stated in *Watson*, "[o]ur cases make clear that employers are not required, even when defending standardized or objective tests, to introduce formal 'validation studies' showing that par-

ticular criteria predict actual on-the-job performance." It is likely that a majority of the Court will agree and not *require* formal validation studies to defend an employment practice.

An employer using a standardized test, however, should closely evaluate the reasons for using the test as compared with the possibility that a plaintiff may challenge the test with its own industrial psychologists who will argue that the test does not serve any legitimate purpose for that particular job. Plaintiff's counsel have indicated that they may use their own validation studies to rebut the employer's assertions that they have legitimate reasons for their practices.

With more subjective selection procedures where formal validation studies are not practical, both Justice O'Connor in *Watson* and the majority opinion in *Wards Cove Packing* stressed that courts generally are less competent than employers to restructure business practices and should proceed with care before ordering an employer to adopt another system.

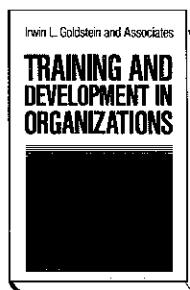
Thus, validation studies are safe harbors. Other justifications also will be sufficient, but should be carefully reviewed for credibility and documentation.

Conclusion

The *Wards Cove Packing* decision is a significant development in Title VII law. As compared to the theories advanced by the plaintiffs and the four-member minority opinion, the majority opinion is much more favorable to employers defending employment discrimination suits.

But it is unclear how the lower courts will apply the decision, or whether and to what extent the decision will generate federal legislation. We also do not know whether the decision will be followed by state agencies and courts. We do know that plaintiffs' attorneys continue to be successful in some highly effective disparate treatment litigation, and that employers must be able to justify their practices with legitimate business reasons. Thus, Title VII remains an important statute with substantial protections for minorities, women and other protected groups.

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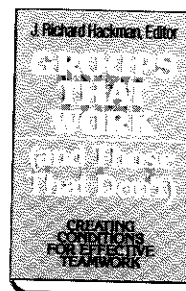
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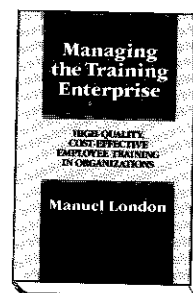
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A Perspective on the Upheaval in China:

Part 1, Organization and Motivation¹

H. G. Kaufman
Polytechnic University

It is a rare opportunity to be in the right time and place to witness a major historical event. I had the fortune—some may say misfortune—to observe some of the events in China before, during, and after the attack on Tiananmen Square on June 4, 1989. Since my return, colleagues barged me with questions. Many suggested I write about my impressions. I am responding to this request not only to satisfy the curiosity of my colleagues, but also to enhance my understanding of what happened.

The People's Republic of China (PRC) had invited me to Beijing to present my research at the World Conference on Continuing Education in Engineering (CEE). As a psychologist doing research in this field, I also was going to collect information on the state of CEE in China (including management education) at the Conference and elsewhere for the National Science Foundation. This involved visits with administration, faculty and students at universities in Beijing, Dalian, Shanghai, and Xian, as well as with government officials and industry executives. I arrived in China on May 14 and over the next four weeks, I not only had close contact with a wide range of individuals but was often in places where I observed the incredible events during this momentous period in Chinese history.

The events in Beijing during my visit can be divided into three stages: Stage 1—pre-martial law (through May 19); Stage 2—declaration of martial law (May 20 through June 3); and Stage 3—enforcement of martial law (beginning June 4). I arrived in Beijing the day after several hundred students began the hunger strike in Tiananmen Square and the PRC leaders were preparing for the historic summit visit of Soviet President Mikhail Gorbachev on May 16. During ten days in Beijing (May 14–24), I was able to visit several of the key universities both officially, as part of a delegation, and on my own. I traveled freely in and around Beijing by private car, bicycle, or on foot, sometimes alone, but more often with local friends or students who acted as interpreters and guides. I visited

¹The second part of this article will appear in the February issue of **TIP**. The author welcomes comments and questions. Contact: H. G. Kaufman, Division of Management, Polytechnic University, 333 Jay Street, Brooklyn, NY 11201.

Tiananmen Square on several occasions. As an American, I was welcomed by students and others who were desirous of discussing the events in Beijing. I came away with numerous impressions about the student-led democracy movement in China. In this first segment of a two-part report, I will describe some of my impressions regarding the organization of the demonstrations and the possible motivational factors that prompted so many students to express their feelings about changes they wanted in China.

Organization

What may have appeared to be chaotic mobs filling the spacious expanses of Tiananmen Square (about 100 acres) and the wide Beijing boulevards which led to the Square, were mainly organized, well controlled and disciplined groups. A steady stream of supporters of the democracy were converging on Tiananmen Square at all hours of the day and night. They typically came in groups marching on foot, peddling on bicycles, or riding on the backs of trucks—all with banners flying which identified their academic work unit, or other affiliation. Some of these groups had come from far outside of Beijing—often on foot or by bicycle. These organized groups were supported by many individuals who joined the masses of people moving into Tiananmen Square.

I was staying at the Friendship Hotel, the major compound for foreign experts in Beijing. This compound is near the universities that played a central role in the organization of the democracy movement (primarily Beijing and People's Universities). Although the universities were quite far from Tiananmen Square, they served as a base not only for initiating the mass student marches but also for providing logistical support to the demonstrators. Students formed human chains to control the large crowds of supporters and curious onlookers in the streets outside the university gates. These human chains created open paths for the steady stream of vehicles loaded with demonstrators, food, blankets or other supplies which were destined for Tiananmen Square. Onlookers cheered as each vehicle left the university district.

The type of organization I saw at the universities was applied on a much grander scale in and around Tiananmen Square. On the third night of the students' hunger strike, I arrived at Tiananmen Square at about 1 a.m. A human chain of students, with arms linked, circled the hunger strikers and other students who were solidly packed within the large circle. Only students were permitted to pass through this human chain, which was surrounded by large numbers of non-student groups supporting the democracy movement. These groups had their own organizations and typically were arranged in separate small circles listening to their own speakers supporting the demands of the students. Within these groups, support was offered from workers, soldiers, and others.

The next night I bicycled to Tiananmen Square with a student interpreter who got me through the human chain into the heart of the demonstration. The crowds had grown so large that it became extremely difficult to get to and move about Tiananmen Square (we had to leave our bicycles some distance from the Square and walk the rest of the way). It was then that I fully realized how well organized the students were. Within the human chain, each university was in its own section partitioned by white plastic twine (which became one of the symbols of the pro-democracy movement). There are about 60 colleges and universities in the Beijing region and practically all were represented in Tiananmen Square. Within each university area, students were further divided by departmental affiliations. The hunger strikers, who now numbered in the thousands, lay motionless in tents under the careful supervision of medical personnel. The latter were easily identified by white uniforms and also appeared to number in the thousands. Those who were not caring for the hunger strikers were demonstrating with their medical schools. Many of the attending physicians I spoke to were faculty members of Beijing medical schools and, other than news media personnel, appeared to be the only non-students permitted to enter and remain inside the inner circle. Ambulances were leaving every few minutes carrying unconscious hunger strikers to hospitals. Human chains created pathways through the masses of people to permit the free flow of emergency vehicles in and out of Tiananmen Square.

There were other indications of the superb organization of the students. Some students were assigned specific roles. For example, since police were rarely on the street, students directed traffic throughout Beijing and maintained law and order. While I was observing a mass demonstration in front of Zhongnanhai, the walled and guarded residence of China's leaders, I witnessed students apprehending a pickpocket. When martial law was declared, students placed makeshift barricades at major intersections to stop the People's Liberation Army from entering the city. Students were assigned to specific barricades at far-flung corners of Beijing and took on whatever roles were needed to protect the democracy movement.

Motivation

A banner carried by students, "Give me democracy or give me death" was not an empty slogan, as subsequent tragic events were to prove. What motivated the masses of students to put their lives on the line for democracy, a concept they did not fully comprehend? Discussions with students left no question that youthful idealism motivated many to protest the corruption, inequities, and lack of freedom in China. However, my impression was that, for many, beneath the outward expression of

idealism *vis-à-vis* their society lay a suppressed anger that was based on deep-seated frustrations in controlling their personal lives and future careers.

These students grew up during the reforms of the past decade, when many of the restrictions on personal freedom were relaxed. Expectations were raised for even greater freedom as well as increased personal growth and development. I was impressed by how openly people discussed issues ranging from criticism of their government to career aspirations. However, there seemed to be a generation gap between the students and university graduates who lived through the cultural revolution. While the latter appeared to agree with the students' goals, many were cautious. Some criticized the students for demanding too much too soon. From one student's perspective, not only was change too slow, but its direction also was enhancing inequities and exacerbating corruption in the society.

Even the Chinese leaders agreed with the students' grievances concerning inequities and corruption, especially that government officials had taken unfair advantage of their positions. The Mercedes-Benz logo became the symbol of inequity in student protest banners. Students were outraged that government officials drove expensive, imported limousines, while the rest of the population travelled by bicycle. There are virtually no privately owned automobiles in China. The government made a symbolic gesture to the students announcing that automobiles for officials would henceforth be purchased locally or bartered for goods from Communist countries to conserve foreign currency. More recently, restrictions have been placed on positions that can be held by relatives of government officials.

Unfortunately, the attempt to reduce conspicuous consumption and nepotism among government officials is not likely to alleviate the students' frustrations. Their personal and career goals are affected by facts of life in China, such as *guanxi* (connections). This was the first word I learned in Chinese, since it was so necessary for the success of my trip when the formal system failed to arrange contacts for my research. I developed my *guanxi* through a couple of visiting Chinese scholars at Polytechnic. While connections are important everywhere, it seems to be the primary, if not the only way to open doors for good jobs and career advancement in China. Therefore, pervasiveness of *guanxi* provided the basis for the corruption and inequity against which the students were demonstrating. Despite the Chinese government's new restrictions on nepotism, the persistence of *guanxi* is likely to be a critical factor in frustrating career goal attainment among many future Chinese graduates.

A major frustration occurred on April 13 when the State Education Department of China revoked a commitment that college and university

graduates would be allowed to find their own jobs. This was announced three days before the first student march. Since Chinese graduates will continue to be assigned jobs, they could be locked into unattractive positions in undesirable locations. Additionally, the positions assigned to graduates often pay less than those of uneducated workers, which exacerbates feelings of inequity and increases frustration. Many students felt their only chance of achieving an attractive career was to come to the United States, the land of unlimited opportunity to attain their goals. The lack or loss of control over job choice may be an overlooked factor that motivated the students to demonstrate against the policies of their government.

While there was a strong need for achieving career goals among the Chinese students I encountered, I also detected a great thirst for learning—that knowledge for knowledge sake was intrinsically rewarding. Although no classes at the universities were being held because of the student strike, large numbers of students were still seeking out books, periodicals, and newspapers in school libraries and many were still doing work in computer centers and laboratories. Learning was going on despite the strike and the cancellation of classes. It appeared that this need for knowledge was another source of frustration, since government censorship controlled information. This may explain why a major target of the students was the government controlled media—newspapers, radio and television—with demands for freedom of the press. This goal was achieved in the pre-martial law period during which the media freely reported the news. However, this short “Beijing Spring,” when freedom of the press briefly blossomed, was brought to an end by the government after martial law was declared. The media was the government’s first target and this was an harbinger of even greater suppression yet to come.

The idealistic goals of China’s students, together with the realistic barriers to their careers, provided a potent combination which motivated so many to demonstrate for changes in their country. This motivation was critical in achieving the discipline so necessary for attaining the organizational effectiveness of the pro-democracy demonstrations whose size, commitment, and peaceful nature captured the imagination and sympathy of the world.

Psychology and the Military: Congressional Action

William Echols
APA Science Directorate

Editor’s Note: Dr. William Echols is a Legislative and Federal Affairs Officer in the Science Directorate. For more information you may contact him at: (202) 955-7653; APA, Science Directorate, 1200 Seventeenth St. N.W., Washington, D.C. 20036.

The recent DoD decision to increase support for basic behavioral science is unmistakably linked to efforts by psychologists. Only one year ago, the Office of Naval Research (ONR) had decided that behavioral research on decision making in military environments was essentially dead, cutting back or dismantling its funding for such research. But this was destined to take a turn in the other direction when, on July 3, 1989, the *USS Vincennes* mistook the Iranian A300 Airbus for an attacking F14 fighter and downed the jet, killing all 290 people aboard.

The inaccurately perceived airliner’s descent, “chain-of-command” communication, mesmerizing effects of instruments, stress in decision making, lagging support for DoD behavioral research—all were the focus of a much publicized hearing involving four psychologists before the U.S. House of Representatives Armed Services Committee that looked into the international incident.

The hearing was the product of an intensive advocacy effort undertaken by APA’s Science Directorate over a year ago with the hiring of a new staff person to serve as the defense advocate for psychology. The hearing generated a great deal of media coverage with stories appearing in the *Washington Post*, Reuters News Service, *Science News*, and on National Public Radio. Psychologists: Robert L. Helmreich, University of Texas at Austin; Richard Nisbett, University of Michigan; Richard W. Pew, BBN Systems and Technologies Corporation; and Paul Slovic, President, Decision Research Institute, Inc., told committee chairman Les Aspin (D-WI) and other committee members that predictable failings in human judgment under stress, compounded by complex technology, clearly contributed to the accidental shooting down of the Iranian airliner.

The committee was convinced by the witnesses of the importance of basic behavioral research on decision making. So much so that Chairman Aspin sent a letter to then Secretary of Defense Frank Carlucci urging the DoD to devote more attention to research on topics such as testing and screening military personnel; decision making under stress/fear and the

role that training can play in mitigating these effects; the interface between man and machine; and the role of environmental factors such as sleep loss, circadian rhythms, the dynamics of crew personalities, and chaotic Combat Information Centers. Chairman Aspin also drafted a letter to the current Secretary of Defense Richard Cheney urging more attention to research on human factors affecting combat performance.

As a result of greater interest in this area on the part of the Office of the Secretary of Defense and senior Navy officials stemming from the congressional scrutiny into this incident, the ONR recently distributed a solicitation for research proposals on coordination in hierarchical team decision making. The funding is provided through DoD's University Research Initiative designed to broaden the university base in support of defense research and to address deficiencies in the overall science and engineering research graduate education infrastructure in U.S. academic institutions.

Total funding for the initiative in FY 1990 will be approximately \$2 million. Proposals are sought for research efforts in the range of \$50,000 to \$250,000 per year with the potential for three-year funding. Particular interest is in the identification and characterization of variables that enhance coordination and enable teams to maintain coordinated action under stress conditions characteristic of tactical environments. As part of this initiative the ONR will be sponsoring a decision research conference at Ohio State during the fall of 1989. The Army Research Institute will also be sponsoring a conference on naturalistic decision making at Dayton, Ohio, during the fall of 1989.

DoD R&D Budget

The DoD budget is divided into 11 classifications. One of these classifications—research, development, testing, and evaluation (RDT&E) comprise six activities—frequently abbreviated as 6.1, 6.2, 6.3, 6.4, 6.5, and 6.6. In general, most DoD research support for psychology has fallen in the 6.1 (basic research) and 6.2 (applied research) categories. For example, 95% of ONR funds go to academic institutions.

Behavioral Science R&D Budget

The Science Directorate is now concentrating efforts on the Defense Appropriations Bill to be passed by Congress for FY 1990. The primary objective is to expand the portion of the defense budget that is allocated for "people research." Funding levels for behavioral research in DoD are disproportionately low. Forty-seven percent of the defense budget is related to personnel, yet only three percent of the basic research funds are devoted to understanding and improving the human factor. The DoD

spends \$20 billion on training yet it spends less than one tenth of one percent of that amount on basic research related to training and human performance. In fact, DoD spends less on basic research on human factors than is lost in a single aircraft accident.

Despite its vital importance, compared with other military sciences, funding for behavioral research has been severely neglected and this situation is getting worse. Behavioral research has been increasing in the Air Force in recent years but decreasing in the Navy and Army. In the Army, only 6 of the 47 (13%) qualified proposals for human basic research were funded. The Army Research Institute had only \$328,000 for new starts to study behavioral issues this year. In contrast, the Army spent sixteen times more money (\$5.2 million) on new starts for basic research on the study of materials, funding 85% of the qualified proposals. Since the human factor is the major factor limiting defense performance, it should be a major factor in basic research.

In an attempt to remedy this distorted use of defense dollars, Walter Schneider, a Senior Scientist and Professor of Psychology at the University of Pittsburgh, testified before the Defense Appropriations Subcommittee of the U.S. House of Representatives on behalf of APA's Science Directorate. Schneider told the Committee that "The strength of our military is largely determined by the skill, training, and appropriate use of its greatest resource—people. Behavioral science involved the objective study of human performance through observation, experimentation, and modelling of human behavior. In every weapon system it is the soldier who maintains the system, performs the final data analysis, and launches the weapon. The military has supported the study of materials to ascertain how to temper and shape metals and determine their limits under stress. Yet, much more serious risk of loss of life and effectiveness comes from inadequate training."

There is a critical need to study the person factor in the military context. Tragically, the military catastrophes of the last decade have been the result of human error. In the Vincennes incident, the lack of training in decision making under conditions of uncertainty, combined with a limited appreciation of the limits of human decision making under stress, produced a predictable and tragic decision resulting in the death of all 290 passengers onboard an Iranian Airbus. In the Desert One incident in Iran, problems of maintenance and training combined with bad weather to set the stage for serious errors, a failed mission, and loss of life. In the last year, more servicemen have been lost due to training problems than to military action and terrorism combined.

The cost effectiveness of the military is heavily dependent on the person factor. By the year 2000, the number of 18- to 24-year-olds will drop 19% relative to 1980 levels. There will be fewer top quality people

available to recruit. We must invest in studies to determine how best to select and train these people to perform highly demanding jobs.

At the conclusion of his statement Schneider called on the Committee to: 1) expand the budget for basic research in general; 2) increase the percentage of 6.1 funds allocated for behavioral research; 3) encourage the incorporation of human factor considerations in the procurement of equipment and the development of training programs; and 4) provide long-term and consistent funding of basic research so that agency managers can develop programs of research to address fundamental issues regarding the human factor.

At the conclusion of the hearing Congressman Murtha assigned a committee staff person to work with APA staff in addressing this problem. After several meetings between APA and committee staff the following language was adopted by the committee in the report to accompany the FY 1990 Defense Appropriations Bill:

"Recognizing the value of human factors research and training, the Committee encourages the DoD to consider increasing the funding for such activities over the next several years. The department should also ensure that such research is fully coordinated with similar work sponsored by the National Science Foundation and other federal agencies."

Similar language is being pursued with the Senate Defense Appropriations Subcommittee staff. Such language in both the Senate and House Defense Appropriations Bills will provide strong leverage for psychology in a wide array of defense establishments in the Washington area and around the U.S.

SIOP Calendar

TIP deadline for February issue	December 1, 1989
Submission deadline for APA	December 15, 1989
Annual Convention—Boston	
SIOP Fellowship Nominations	Mid-December 1989
(details elsewhere in this issue)	
Pre-SIOP Conference Workshops—	April 19, 1990
Miami	
SIOP Annual Conference—Miami	April 20-22, 1990
APS Annual Convention—Dallas	June 7-10, 1990
APA Annual Convention—Boston	August 10-14, 1990

NOTICE

The Society is reorganizing many of its administrative procedures. The Message from Your President details these changes elsewhere in this issue. Members should take note of the following changes. A smooth transition is very much dependent on Member participation and assistance during this reorganization process.

The Society sent all Fellows, Members, and Associates a Membership Survey during the summer. The Survey is being used to construct a membership database for informational purposes. This database will also be used for Society mailings (including information, dues, TIP, ballots, etc.). If you are a Fellow, Member, or Associate of the Society and did not receive, or did not return, the Survey, contact **Marilyn Gowing** at 202-653-5424, immediately.

The Society is now collecting its own dues. Members will no longer be billed for SIOP dues through APA. If you DID NOT RECEIVE a 1990 dues statement from SIOP, contact **Bill Macey** at the SIOP Administrative Office at 708-640-0068.

If you DID RECEIVE a dues statement, but have not yet returned your dues, please remit your payment to **Manuel London**, Harriman School for Management, SUNY-Stony Brook, NY 11794-7159.

Student Affiliates received a dues statement in their August TIP. If you are a Student Affiliate and DID NOT RECEIVE a bill for dues, contact **BILL MACEY**. If you DID RECEIVE the statement, but have not returned your dues, remit payment to **Manuel London**.

If you are not currently a Member of the Society and would like to join, see the Membership information elsewhere in this issue.

FACULTY MEMBERS are invited to encourage their graduate students to affiliate with SIOP. Information is contained elsewhere in this issue.

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Internships and I/O Psychology: A National Survey¹

**Karl W. Kuhnert
University of Georgia**

**Ronald G. Downey
Kansas State University**

The standard education and training model for Industrial and Organizational (I/O) Psychology has become the scientist/practitioner approach (SIOP, 1985). The typical educational program for graduate students is primarily geared to the development of the science side of this duality, and the growth of the practitioner side has seen a less uniform and cohesive progress. Increasingly, we are seeing graduate programs using internships as an approach to aid students in the development of skills, knowledge, and abilities relevant to performance in applied settings. While I/O internships programs have developed at an increasing rate, we have only limited information about them.

In a three part series in **TIP** on I/O internships, Klimoski (1983a and 1983b) and Hinrichs (1983a and 1983b) outlined the role of internships, the corporate view, the student's perspective, and the faculty perspective. In the first part of the series, Klimoski outlined five major areas where students may be deficient in practitioner skills; interactions with lay people, ability to conduct applied research, oral and written communication skills, time management, and supervision of others. Klimoski notes that while the requirements and conditions surrounding an internship program for the subspecialties of School, Clinical and Counseling are well developed, "the picture is a lot less consistent in the area of" I/O Psychology. In the remaining materials Klimoski and Hinrichs outline the pros and cons associated with the current concepts and practices connected with internships from the various perspectives involved.

What has been missing to this point in the literature has been any comprehensive information about what I/O graduate programs are doing in the area of internships. In response to a growing interest in and concern about internship programs, the Education and Training Committee for the Society for Industrial and Organizational Psychology sent out a survey to all I/O psychology programs ($n = 77$) and a limited number ($n = 10$) of OB programs listed in Graduate Training Programs in Industrial/Organizational Psychology and Organizational Behavior

¹Author's Note: This survey was conducted by the Education and Training Committee. Portions of this paper were presented at the 97th annual meeting of the American Psychological Association, August, 1989, New Orleans, LA.

(SIOP, 1986, as updated in 1989). The purpose of this survey was to find out what I/O (and to a limited degree, OB) programs are doing in the internship area.

A total of 64 surveys were returned, yielding a response rate of 76.2 percent. Of the schools responding, 34 percent are located in small towns (population less than 100,000), 23 percent are in medium-sized cities (population 100,000 to 1,000,000), and 42 percent are in large urban centers (population greater than 1,000,000).

Forty-one of the responding institutions indicated they had a terminal master's degree program and about half of those (41%) had a formal² internship program. Twenty-nine percent of the master's programs *required* an internship as part of the students' academic plan. To the question "when do you normally recommend that students go on an internship program?", 24 schools with master's programs responded and the majority (62.5%) indicated that students were recommended to complete a full academic year before participating in an internship, and 20.8% recommended the internship only after completion of the master's program.

Forty-six of the responding institutions indicated they had a Ph.D. program and, again, about half had a formal Ph.D. internship. Twenty-eight percent of the Ph.D. programs *required* an internship program as part of the students' academic plans. For the Ph.D. programs, responses to the question "when do you normally recommend that students go on an internship program" varied in the recommended timing of an internship, the majority (62.5%) of programs suggested that the students complete two full years of study (or completion of the master's thesis) before participating in an internship.

The remainder of the questions focused on institutions' definition, evaluation and involvement in students' internships and were answered by Master's and Ph.D. programs. For most institutions, the internship lasts for a minimum of three to six months. Most programs (65.2%) are willing to send interns to a site where the work is not supervised by an I/O professional. Almost all programs (90.9%) attempt to assess if the internship was meaningful or profitable for the student and the majority (74.4%) of programs evaluate students' job/task performance on the internship.

When asked about the benefits of internships, 68 percent of the programs believed that the internship process provides opportunities for students to make informed career choices, 81 percent believed that the in-

ternship made students better practitioners, and 61 percent believed that the process aided the profession of I/O psychology. Less than half of the responding programs (48.6%) stated that their internship process provides students with experiences that help them to be better faculty members.

Several open-ended questions were also asked. In most cases more than one comment was the rule and multiple responses were recorded. These responses are summarized below:

- A. The major goals associated with an internship are experience in organizations and the development of business skills and language. The development of research skills and the strengthening of the student's vita, resume, or general marketability were seen as minor goals.
- B. In articulating the standards for selecting an internship site, the modal response was related to the nature of the work; that is, professional and/or relevant work in I/O psychology or Human Resource Management. A second standard included supervision, either by an I/O psychologist or another professional.
- C. When asked about the types of internships where students were placed, no clear consensus emerged. Interns were sent to small-, medium-, and large-sized companies, both with and without professional supervision, although there was a trend for students placed in larger companies to receive professional supervision. Research facilities were the least used internship sites.
- D. There was a trend for faculty members to take an active role in identifying, approving, and contacting internship sites as well as referring students to specific locations. Few programs indicated that faculty played no role in the internship process.
- E. As a general rule, student evaluations were conducted by the internship site supervisors and were either informal oral or written reports (23.5%) or formal written evaluations (25.5%). A total of 11 institutions indicated that they did not evaluate students' performance on internships.
- F. In describing the disadvantages of an internship, institutions indicated that the major disadvantage was that an internship delayed students' progress towards graduation. The major advantages were that students gained practical job experiences and had the opportunity to obtain a realistic job preview.
- G. When asked what needed to be done to improve the internship process, no clear reaction appeared. The most common suggestions were for the development of a national listing/clearinghouse of internship sites and opportunities and the development of standards of internships. The general impression of the respondents

²A formal program was defined as one where the program aided the students in identifying and selecting internship sites; they inspected the sites and evaluated supervisory personnel, and defined the nature of the work and required reports.

was that something needed to be done by the profession, but they were not sure of what.

Interestingly, 70 percent of the I/O programs who responded told us that they have some form of an internship, either as a formal credit requirement of the department curriculum or requirement for graduation from the I/O program. The results clearly show that internships are seen as a principle mechanism for the education and training of I/O students. It is also clear that I/O psychology does not have full control of the process, since 65 percent of the programs are willing to send students to a non-I/O supervised site. A second conclusion of the study is that there is a great deal of diversity in how I/O internships are defined and implemented. There is no prototypical internship, rather there appears to be at least four different kinds of internship models that I/O program use. These are: the "Mini-job," "Practicum," "Supervised," and the "Professional" internship and the characteristics of each are described below:

The Mini Job Internship: In this model there is little professional supervision, the work tends to be practical (e.g., conducting job analyses), and students tend to find internship sites on their own and operate independent of any professional oversight.

The Practicum Internship: In this model faculty supervise general professional issues but students are on their own for the technical and professional issues that face them on a day-to-day basis. Faculty are likely to obtain the internship but are not actively involved in the evaluation of students' progress.

The Supervised Internship: This model is characterized by on-site professional (HRM professional or non-I/O psychologist) and faculty supervision. The nature of the interns' work is agreed upon by the supervisor and the faculty member. Faculty usually obtain the internship and closely monitor the interns' progress.

The Professional Internship: This model emphasizes on-site I/O supervision with I/O issues studied. Faculty usually obtain the internship and the nature of the work is agreed upon jointly by the student, faculty, and corporate sponsor.

The finding that there is diversity among I/O internship programs is perhaps not too surprising. With growth comes diversity and over the past decade I/O psychology has experienced a period of growth and increasing popularity. This is evidenced by the growing numbers of academic and industrial job openings, greater number of I/O graduate programs, the greater numbers of M.S. and Ph.D. degrees conferred, and the greater number of students applying to graduate school in Industrial and Organizational psychology.

While the changing demographic characteristics undoubtedly play an important role in creating diversity, another likely cause is the multiplicity of goals of the principle stakeholders in the internship process. As pointed out by Klimoski (1983b), the goals of the student, the faculty member, and the employers are not always the same, nor compatible. How the interests of each stakeholder affect the internship process is fruitful ground for future research and may help to clarify and explain the various internship models that emerged from this study.

Finally, a general question that should be raised and addressed by the profession is whether such diversity is good for the education and training of graduate students or if SIOP should take an active role in defining and setting standards for internships. This is a question without clear answers. On the one hand, diversity permits I/O programs to be flexible in selecting internship sites for students and students have more latitude in matching their career interests with a potential employer. The downside of the diversity issue is that, without guidelines and standards, it is not clear what type of training graduate students are receiving. The use of the same term for such diverse activities can lead to a variety of misunderstandings.

Many I/O programs now advertise that they have an internship program. For both the students and faculty members involved it is clear that they must understand what the term means and ensure that the internship meets their goals and expectations and, just as important, the goals and expectations of future employers. While this study takes the first step in that direction, the next logical step is to look at employers' views of internships. If we are to develop internship programs that allow students to receive the kinds of "hands-on" experience necessary to compete on the job market and to develop into successful I/O psychologists, it may be helpful to understand how employers who are recruiting graduates from I/O programs (with an internship program) interpret the meaning of that experience. A recent study by Susan Taylor (1988) has suggested that undergraduate internships have positive effects on both personal (e.g., vocational crystallization) and vocational (e.g., evaluations of resumes) outcomes. Generalizing these results to graduate students would appear reasonable and suggests that, at a minimum, the goals of the students' and the employers' are being met. What remains unclear is the degree to which the current diversity of internship models produces uniform and clear educational and training functions from the point of view of the faculty and the profession.

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The Forthcoming International Congress of Applied Psychology Kyoto, Japan—July 22-27, 1990

Edwin A. Fleishman
George Mason University

SIOP members, along with our I/O colleagues from around the world, will be very much involved in the forthcoming International Congress of Applied Psychology. The Congress is being organized under the auspices of the International Association of Applied Psychology (IAAP) and the Japanese Psychological Society and will be held in Kyoto, Japan, July 22-27, 1990. An exciting program of special interest to I/O psychologists and to other applied psychologists is being developed.

Among the invited keynote speakers and their topics are **Miriam Erez** (Israel): *Work Motive—What's New in a Market Oriented World*; **Lyman Porter** (USA): *Employee-Organization Relationships: New Challenges for Everyone*; **Eberhard Ulich** (Switzerland): *Organizational Structures, Advanced Technology and Human Resource Developing in Changing Environments*; **Bernhard Wilpert** (Federal Republic of Germany): *Organization-Environment-Relations: Towards Overcoming a Notorious Blind Spot in Organization Psychology*; and **Bill Owens** (USA): *Clinical vs. Actuarial Assessment: A Convergence*. Other keynote speakers of note are **Frank Landy**, **Dick Hackman**, **Earl Alluisi**, and **Amos Tversky**. Of special interest to SIOP are keynote speeches by **Joe Matarazzo** (USA): *The Validity of Psychological Assessment: From the Clinic to the Courtroom*; **A. T. Welford** (UK): *Psychology and the Study of Aging: A Productive Partnership*; **Yehuda Amir** (Israel): *Psychological Approaches for Conflict Reduction: What to Do, When to Do, and When Not to Do*; **Denis Glencross** (Australia): *Human Performance and Human Potential: A Psychological Interpretation*; **José Prieto** (Spain): *Customer vs. Competitor Orientation in Applied Psychology: Making Sense of the Spanish Professional Experience*; and **Masamitsu Oshima** (Japan): *Toward the Ergonomics of the Future*.

A sample of the symposia of interest to I/O psychologists and their chairs include those by **Irv Goldstein** (USA): *Training Issues for Organizational Psychology*; **S. Bocher** (Australia): *The Transfer of the Ideas and Practices of the Organizational Psychology Across Cultural Boundaries*; **S. A. R. Quitanilla** (Federal Republic of Germany): *The Meaning of Working*; **Peter Drenth** (Netherlands): *Organizational Con-*

trol and Decision Making in Large Professional Organizations; Bernie Bass and Roya Ayman (USA): Leadership and Its Effectiveness; Bill Byham (USA) and M. Umeshima (Japan): Business Practices in Different Cultures; K. DeWitte (Belgium): Management of Organizational Culture; Ken Wexley (USA): Leadership Training and Development: An International Perspective; J. Pearce (USA): International Perspectives on Psychological Attachments to Work Organizations; Dan Ilgen (USA): Team Effectiveness; R. Guzzo (USA): Team Effectiveness in Organizations: Recent Empirical and Theoretical Advances; Dick Morf (Canada): Effects of Work on Personality; M. Lee and B. Kanungo (Canada): International Perspectives on Work-Family Linkages; K. Seifert (Federal Republic of Germany): Criteria for the Validation of Measures of Career Development; John Horn (USA): Methods of Studying Change; H. Schuler (Federal Republic of Germany): Personnel Election in Industrial Research and Development; Lorri Hyde (USA): Problems for Good Testing Practices; R. Hambleton (USA): Issues and Methods of Test Adaptations.

Many SIOP members are involved in each of these symposia, all of which are multi-national in composition. Workshops are also being offered in a variety of areas of interest to I/O psychologists.

The Congress will be held in the beautiful Kyoto International Conference Hall, an architectural achievement surrounded by ponds and gardens. A full social and cultural program is being presented, much of it included in the registration fee. On Sunday, the first day, the opening session includes performances of the Glee Clubs of Doshisha University, Japanese folk singing, traditional Kabuki dance, and a concert by 100 children trained in the Suzuki School. This will be followed by a welcoming reception in the Japanese Gardens. On Tuesday, there will be a show of Juni-Hitoe with traditional wedding costumes and traditional dances. There will be an evening party on Thursday. These events are aimed at bringing colleagues together in informal settings.

There will also be tours to nearby Nara, the ancient capital, to the Ito Temples, to Lake Biwa, and to a variety of museums and gardens.

It is important to note that prices are being kept within reason. The Japanese have made special efforts to do this, in view of the current dollar-yen exchange. For example, at current exchange rates, deluxe hotels will be about \$100 a night for a single and \$120 for a double, and excellent first-class hotels will be from \$55 for a single to \$75 for a double. Hotels with lower rates are available. All of these rates are well below those in the United States or European cities. The registration fees are in line with previous Congresses: As low as \$280 for early registration and for IAAP members. With special air fares being arranged from the U.S., the cost of air fare and six nights lodging in Kyoto could be kept in

the \$1,500 range. Meals can be expensive, if one is not careful, but very reasonable meals can be had in the excellent dining rooms in the Conference Center and lists of very good restaurants with reasonable prices are being prepared.

Although speakers and symposia are about set, there is still time to submit papers and propose workshops.

IAAP has appointed **Travel Planners, Inc.**, as the official Congress coordinator for North America. To obtain complete information on program, travel, registration, tours, etc., write to Travel Planners, Suite 150—GPM Building, San Antonio, TX 78216-5674, or call (512) 341-8131, FAX (512) 341-5252, TELEX 767471 TPISAT. The circular containing information and necessary forms will be sent to you.

As past president of IAAP, I have visited Tokyo and Kyoto several times to assist in the program development and organization arrangements. Our Japanese colleagues have thrown themselves into this affair with characteristic enthusiasm and efficiency, and are looking forward to welcoming us. Juiju Misumi, known to SIOP members for his leadership research, is chair of the organizing committee. **Harry Triandis**, a SIOP member, will be succeeding Claude Levy-Leboyer (France) as the new president of IAAP.

Since IAAP members receive reduced registration fees and then get the *International Review of Applied Psychology* and divisional international newsletters, there are advantages to becoming a member of IAAP, and its Division of Organizational Psychology, at the time of registration. Travel Planners will be glad to send membership application forms on request.

I look forward to seeing you in Kyoto!

Submit All Future TIP Manuscripts and News Items To:

Dr. Steve W. J. Kozlowski
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Publication date: January 8, 1990. Price: \$59.50 plus postage and handling. Pre-publication price \$47.50 plus p. and h. Orders now being accepted by Leadership Library of America, Inc., (235 Wachtung Ave., West Orange, NJ 07052). Order with credit card by calling 1-800-344-2414

Chinese I/O Psychologist to Visit U.S.

**Donald D. Davis
Old Dominion University**

Professor Zhongming Wang will spend nine months, beginning in January, 1990, at Old Dominion University as a Fulbright Scholar-in-Residence. Dr. Wang is professor of psychology, director of the Ph.D. program in I/O psychology, and chairman of the department of psychology at Hangzhou University, in the People's Republic of China. He is also editor of the Chinese Journal of Applied Psychology. Dr. Wang has published six books and many articles devoted to I/O psychology in China. He has also consulted with a variety of Chinese organizations. His interests include decision making, organization development, management of technological innovation and joint ventures, and performance appraisal. He has considerable international experience including lectures and research at the University of Gothenberg, in Sweden, where he received his M.A., and at the Tavistock Institute of Human Relations, in London. He has lectured throughout Europe and Australia.

Dr. Wang is very interested in visiting I/O and OB programs throughout the United States to meet American scholars and learn about American graduate training. He is also interested in having the opportunity to describe I/O psychology in China. Invitations for Dr. Wang to speak or visit may be addressed before January 1, 1990, to Donald Davis, Psychology Department, Old Dominion University, Norfolk, VA 23529. After January 1st, Dr. Wang may be reached directly at Old Dominion.

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Surprise!—Leadership Does Exist and Can Be Measured!

Kenneth E. Clark
Center for Creative Leadership

For the past eighteen years I have been referring to leadership as "that elusive quality." As a hard-nosed dust-bowl empiricist in measurement I joined my midwestern colleagues in noting the curious status (really non-status) of leadership as an item of study in psychology. We agreed it was not a trait like mechanical ability, nor a domain like sensory processes, nor a criterion like level of promotion. It certainly has not appeared as a chapter in introductory psychology textbooks.

The Strong Vocational Interest Blank has had no scale for leaders. Few personality inventories publish scales for leadership. I once argued that occupational and pathological characteristics so outweigh other individual differences, like manager effectiveness and leadership, that these qualities would never be measured well. I was wrong, and so were many others. But we were wrong for an unexpected reason. Measures of interests, personality, intelligence, and special abilities involve obtaining responses directly from the subject under study. Leadership is not measured well with self-reports. But when we ask informed others to answer questions and give ratings, we start obtaining significant, reliable, and valid measures of leadership and managerial effectiveness.

This point became crystal clear in a conference on leadership and measurement held in San Antonio in October, 1988. Francis Yammarino and Bernard Bass presented data showing that midshipmen who are rated by others as inspirational and charismatic continue to show those same behaviors five years later, and provide leadership that helps their teams to win fleet competition and to increase their work effort.

Clark Wilson, Donald O'Hare, and Frank Shipper reported in that same conference that training programs can develop such behaviors in managers. Gary Yukl, Richard Lepsinger, and Steve Wall reported the development of a set of scales that predict, among other desirable things, levels of profit in beauty salons with managers who behave like leaders, and outstanding performance of schools run by principles who behave like leaders. Their leadership ratings were obtained from subordinates: beauty operators and teachers.

All of these studies showed that the subjects were not very good at rating themselves on leadership qualities, but that those who knew them well, especially their subordinates, could provide good measures that

related to important criteria of performance. These ratings were of behaviors, not of traits.

Joel Moses reported on a surprising finding—that only one in four high level executives is prepared to deal with the issues of uncertainty and ambiguity that face major corporations in time of hostile takeovers or divestiture. In one session led by Edwin Hollander, concerns were expressed about the uses and abuses of power, and the neglect accorded this issue in the reports submitted.

Barry Posner described a novel way he and James Kouzes had used to study leadership. They asked managers, "What was your personal best experience as a leader?" Every manager had an experience to report. Maybe everyone at some time acts like a leader? Owen Jacobs reported on just-released studies of top leadership within the U.S. Army. His findings indicate that dealing with cognitive complexity becomes more critical as top-level responsibilities are studied.

Sessions at the conference were held with topics like transformational leadership, personality characteristics and their effects on performance, intellectual functioning and intellectual styles as they affect leadership, and ways to translate all the new findings to improved practices in organizations. Jon Bentz, Paul Sparks, Douglas Bray and Ann Howard presented updates on their classic studies in Sears, Exxon, and AT&T. There were 29 reports with 40 authors. All reports were distributed before the conference.

Psychological measures of leadership behaviors not only prove to be possible, the validity coefficients obtained with criteria of performance that the real world respects—productivity, organizational effectiveness, and profits—were as high as the usual correlations of aptitude measures with performance (.40 to .50). None of the eighty persons in attendance, all involved professionally in issues of management and leadership, questioned the findings. Rather, they called for additional studies and programs to clarify and to apply the findings. They regretted the lack of time to address many critical issues: cultural differences and international influences; changing demographics and their effects; ethics, moral issues, and the responsibilities of leaders; developmental influences that affect motivations for service and leadership; and ways to hand off these results to users.

Those who missed the San Antonio Conference can read all of the reports, a summary of major findings, and a detail of the proceedings in *Measures of Leadership*, edited by Kenneth E. Clark and Miriam B. Clark. It will appear early in January, 1990. There will be another conference scheduled; those who want to receive announcements of it should write to: Kenneth E. Clark, Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402.

Ranking I/O Graduate Programs: A Reply to Surette

Eugene K. Johnson
Tulane University

In response to Michael Surette's recent (May, 1989) article in **TIP** on ranking I/O graduate programs, several biases confounding that ranking should be discussed. In that article, Surette presented a ranking of programs based on the number of student presentations given in a six-year period at the Annual Industrial/Organizational & Organizational Behavior Graduate Student Conference. In that my program at Tulane University hosted the conference this year, I feel I have adequate insight to the problems of using the number of presentations at the conference as an index of "quality" programs. Several variables distort the ranking results.

First, attendance at the conferences is dominated by students from programs in the Midwest. The East Coast and the South are typically represented by a smattering of students (not counting the hoard that arrives each year from Radford University in Virginia), and even less come from the West Coast. It is no surprise then, that almost 75% of the top twenty programs are from the Midwest. If it is just that there actually *are* more programs from the Midwest, that does not imply that they are of higher quality. Second, larger programs tend to have larger representation at the conference. That makes sense. Hence, the top two programs in Surette's ranking, Bowling Green State University and Radford, each have quite large programs. Third, three of the top five programs (Bowling Green, Ohio State, and University of Illinois-Chicago, respectively) are former hosts of the conference. Typically, when hosting the conference a university will have a relatively high number of their own students presenting (i.e., Tulane had four students presenting this year, out of a potential 15 to 20 students).

There are also a couple of more subjective biases in the ranking. These are based merely on my own opinion and hypotheses. First, the schools that continuously send students to the conference, year after year, tend to have a culture within their program that considers the conference to be an important event each year for their students. Perhaps this is what Surette is getting at with his ranking. For example, this might explain why a school like Radford with only a terminal M.A. program sends a busload of presenters every year. But what about programs that have

never heard of the conference? No matter how the mailing lists are arranged, not all of the existing programs receive the information sent out each year. What about programs that do know about the conference, but elect not to send students? Perhaps this would explain why a good program like Penn State is ranked quite low. The conference may not have the same importance to them. This brings up the second point. It is well known that presentation at the conference is non-evaluative; thus, students often present there as first-timers and use the experience to prepare for future presentations at APA and SIOP. It could be that the culture in some programs, such as Penn State, is to by-pass the conference and go directly to the big leagues. Also, it is a fact of economics amongst graduate students that one is usually able to attend either only the conference or SIOP, not both, and the choice of which to attend is often dictated by the price of an airline ticket or if one has been accepted to present at SIOP.

In summary, the ranking of I/O programs based on the number of presentations at the annual graduate student conference is not wholly accurate. While it does highlight the better I/O programs, the rank order of programs is questionable. Corrections are needed for geographical region and program size. Perhaps a better index would be one that involved a formula including presentations at both the graduate student conference and at professional meetings such as SIOP, APA, APS, the Academy of Management, etc.

REFERENCE

Surette, M. A. (1989). Ranking I/O graduate programs on the basis of students' research presentations. *The Industrial-Organizational Psychologist*, 26(3), 41-44.

Test User Qualifications Report

The Test User Qualifications Working Group (TUTWoG) of the Joint Committee on Testing Practices has released a report on test user qualifications following their three-year study. The large-scale research project focused on minimizing test misuse by identifying the test user behaviors that contribute to test misuse and identifying the competencies required for effective test use. Single copies of the executive summary of the report *Test User Qualifications: A Data-Based Approach to Promoting Good Test Use* are available free from: APA Science Directories, 1200 Seventeenth St. N.W., Washington, D.C. 20036.

A Response to "New Polygraph Law: No Dangerous Weaponry Involved"

David W. Arnold
Reid Psychological Systems

Guastello (1989) discusses the federal Employee Polygraph Protection Act from two perspectives, technical and constitutional. Although the technical argument does not appear seriously flawed, the constitutional argument is totally without merit.

A modicum of research reveals that the U.S. Constitution is applicable strictly to governmental action, rather than to individuals or private employers. Thus, with regard to private employers, Guastello's interpretation is off the mark.

Specifically, the Fourth Amendment is applicable only with respect to governmental action regarding searches and seizures, and even then the prohibition is specifically directed toward searches and seizures that are unreasonable. As early as 1921 the United States Supreme Court held that the amendment does not apply to non-governmental conduct, *Budeau v. McDowell*, 256 U.S. 465, and this continues to be the law, *U.S. v. Mekjian*, 505 F 2d 1320 (1975).

With regard to the Fifth Amendment, it, too, is applicable only to governmental action and then only if a person is compelled to incriminate himself or herself. The language of the amendment itself clearly requires the element of compulsion in order to trigger its applications.

The invocation by Guastello of the Sixth Amendment provision regarding the right to "trial by jury" is as tenuous as his argument on the applicability of the Tenth Amendment's reservation of rights to the people. Here again, a cursory reading of the Sixth Amendment's language reveals that it deals only with "criminal prosecutions." In no way does it apply to pre-employment or post-employment situations. And the Tenth Amendment is only a constraint upon the "powers" of the Federal Government. By no stretch of the imagination can any relevance be found between that amendment and employment testing.

I also wish to make the observation that even where a Constitutional right is involved there can be a waiver by the affected individual. This is true as to the various rights accorded by the Fourth, Fifth and Sixth Amendment. An illustration of the extent to which waivers may be made is the right of a person in a criminal case to waive his right to counsel at the actual trial. He is privileged to be his own defense lawyer. The ultimate waiver is the right of a person under sentence of death to refuse

the full panoply of appellate court review, despite the pleas of relatives, friends, and the availability of the gratuitous services of a group of lawyers. This was the holding of the United States Supreme Court in *Gilmore v. Utah*, 429 U.S. 1012 (1976).

As to the utilization of the polygraph technique in employment situations, note should be made that the 1988 Employee Polygraph Protection Act specifically exempts from its prohibitions testing by federal, state, and local governmental agencies, thereby further negating any argument that there are constitutional issues underlying the Act.

In summary, Guastello's interpretation of the issues surrounding the Employee Polygraph Protection Act is a misconstruction of law. In reality, the Act has not restored any constitutional rights: those rights were never at issue.

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Gilmore v. Utah, 429 U.S. 1012 (1976).

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U.S. v. Mekjian, 505 F.2d 1320 (1975).

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A Comment on Making Career Decisions in I/O Psychology—Is There Variety in a Consulting Career?

P. R. Jeanneret
Jeanneret & Associates, Inc.

In an earlier edition of *TIP*, Pritchard, Hart, and Fuentes (1989) have provided an excellent summary of the career opportunities available to individuals about to complete their graduate education. The article presents job characteristics by employment arena matrix in which degree of work variety (low, medium, or high) is ascribed to each of seven potential employers. Low work variety is described as, "doing a small set of tasks or projects repeatedly (p. 29)" and this level is assigned to consulting but no other employment category.

While I may be somewhat biased in my view of consulting, having worked in that area for over twenty years, I sincerely take exception with the level assigned to the important job characteristic of work variety and the message it sends to graduate students as they select a career option. Further, I am willing to admit that there are "specialists" within the consulting field who may provide only one type of service (i.e., individual assessment; attitude survey), but oftentimes these consultants are sole practitioners and are not the source of most job opportunities for new graduates. Alternatively, I believe one of the attractions offered by consulting firms is the variety of work. For example, a review of assignments that have been accomplished or that are being carried by consultants with our firm during the last six months would encompass *all* of the section headings of any major textbook written about the field of I/O psychology. Furthermore, we find there are many assignments that are never even addressed in I/O graduate programs, yet provide significant variety to the work of a consultant. Examples include the evaluation of pre-employment drug screening alternatives, skill/competence certification, work force and labor force statistical analyses, market and economic forecasts, employee assistance program (EAP) administration, and individual assessment. Further, consultants are working as expert counsel to a number of law firms on issues involving selection, promotion, and retention practices, as they may have age, race, or gender bias. Consultant assignments occur in the public domain (federal, state, county, and city) and in the private sector encompassing a wide range of business and industry. Typically, extensive people (client) in-

volvement—another important job characteristic in my opinion—is necessary. Firm consultants also pursue professional development and professional service activities. During the last year consultants with our firm have participated in state licensure activities, served or were active in the Houston Association of Industrial Organizational Psychologists (HAIOP), arranged and participated in symposia at SIOP/APA conventions, conducted workshops for other I/O psychologists and human resource professionals, reviewed and prepared journal articles, wrote book chapters, and, as adjunct faculty members, taught a graduate course in organizational development and served as thesis and dissertation committee members.

Based on the above considerations, I would submit that there is as much variety in a consulting job as there is in any other I/O job available. Further, based on my knowledge of other consulting firms and the activities of their I/O psychologists, I do not believe work variety is the exception but rather is the rule. Finally, I contend that most consultants choose their work areas primarily because of the variety, and this is one of the job characteristics that provides the greatest level of satisfaction.

One final thought that I believe is important for graduate students to consider when reviewing career alternatives, is the extent to which they may change from one career path to another. In this regard I believe consulting also would receive a favorable rating. That is, I believe it is relatively easy for an I/O psychologist to capitalize on the initial experience gained in consulting and then move to the other employment arenas, with the possible exception of a research-oriented university.

In summary, the Pritchard et al. article clearly is a valuable resource to the graduate student trying to make a career decision. However, I believe many employment opportunities in consulting offer greater work variety than indicated by Pritchard and his colleagues, and that a high level of work variety is often the basis for selecting a consulting career. I trust these comments are useful additions.

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Division 14 and SIOP: Time Marches On

Philip Ash
Ash, Blackstone and Cates

It was, as always, a pleasure to attend, participate in, and present a tutorial at the 1989 Spring Meeting of SIOP. I was, however, a little concerned about the numerology of the “Fourth” annual workshop. In or about 1952, Orlo Crissey, then President of Division 14, asked me, as then-chair of the Special Activities Committee, to survey our membership to find out how better to serve them. The leading suggestion was for special topic workshops. We arranged the First Annual Workshop for 1953 at the APA Convention in Cleveland. Attendance—31; Fee—\$25. We had only one speaker. I became chair of the Workshop Committee in 1954, and remained at that post for five years. Between 1954 and 1958 we had seven workshops, five at the APA conventions, and two spring workshops during the MPA meetings in Chicago. By 1958, attendance had doubled, to 66, and the fee was increased (beginning in 1954) to \$35. By my count, from a Division 14 perspective, the last workshop was the FOURTIETH Division 14 affair. Maybe the next workshop should be labelled: “Fifth Annual SIOP/Forty-First Annual Division 14 Workshop.”

Alternatively, adopting the Christian era numerology, one could distinguish, say, between the Thirty-sixth, B.S (before SIOP) and the Fifth, A.S. (after SIOP) Workshops. (Ash, 1959). I am glad to note, however, that the numerology of **TIP** relates to Division 14.

TIP also was called into being through a membership survey, and an examination of the newsletters of other divisions of APA (Ash, 1965). The first editor was, by vote of Division 14 Council, Bob Perloff. Although it took about nine months to get the first issue out (Volume 1, Number 1, June 1964), it was a splendid product, and has continued to be so, under his and subsequent editorships.

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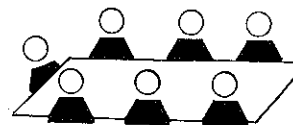
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Committees

Society for Industrial and Organizational Psychology Committee Members, 1988–1989

The following Society members participated in SIOP committee and APA governance activities in 1988–89. Our thanks to everyone!

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Balzer, William K.	Ferris, Gerald R.	Ronen, Simcha
Brief, Arthur P.	Gordon, Michael	Smith, Patricia C.
Cleveland, Jeanette	James, Lawrence R.	Taylor, L. Rogers
De Nisi, Angelo	Katzell, Mildred E.	Taylor, M. Susan
Dipboye, Robert	Levine, Edward	
Drasgow, Fritz	Locke, Edwin A.	
Dunnette, Marvin D.	Murphy, Kevin	

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Clingenpeel, Richard E.	Lowenberg, Geula	Thayer, Paul W.

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Susan N. Palmer, Co-Chair for SIOP

Nita R. French, Registrar

Erich Prien, Continuing Education Administrator

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Decker, Phillip J.	Latham, Gary P.	Wellins, Richard S.
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Hartmann, Sally F.	Pinto, Patrick R.	
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Johnson, Raymond H.	Tippins, Nancy	

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McHenry, Jeffrey J.	Pulakos, Elaine D.	

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Palmer, Susan N.	Wiesen, Joel	

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Registration Subcommittee—Dianna L. Stone, Chair

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Burger, Gary K.	Knapp, Deirdre	Sgro, Joseph
Colgan, Richard	Lanigan, L. Michael	Siegel, Jerome
Cornwell, John	Laurents, Luanne	Sokol, Marc
Diamante, Thomas	Lautenschlager, Gary	Thomas, Jay
Fischer, Donald	Lopez, Felix	Tobias, Paul
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Rick R. Jacobs, Bustiness Manager

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Fisher, Cynthia D.	Sharf, James C.	

Society Members in APA Governance—1989

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Barrett, Gerald V.	Committee on Psychological Tests and Assessment (1989)
Boldt, Robert F.	Committee on Professional Practice and Standards (1988-90)
Brown, Kenneth R.	Investment Committee (1986-90)
Camara, Wayne J.	Staff Liaison to: Board of Scientific Affairs, Committee on Psychological Tests and Assessment, and Training Group of the Joint Committee on Testing Practices
DeVries, Philip B., Jr.	Continuing Education Committee
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	Training Group of the Joint Committee on Testing Practices
	Test User Qualifications Working Group
Glaser, Robert	Board of Scientific Affairs (1987-89)
Goldstein, Irwin L.	Council of Representatives (1988-1991)
Guion, Robert M.	Council of Representatives (1987-1990)
Hakel, Milton D.	Policy and Planning Board (1987-89)
Hansen, Jo-Ida C.	Joint Committee on Testing Practices
Jones, Allan P.	Committee on Research Support (1987-90)
Krug, Samuel E.	Training Group of the Joint Committee on Testing Practices
	Council of Representatives (1988-1991)
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Lloyd, Paul J.	Committee on Undergraduate Education (1987-89)
MacKinney, Arthur C.	Task Force on the Review of the Scope and Criteria for Accreditation
Mattarazzo, Joseph D.	Board of Directors, President (1989)
	B/D Personnel Subcommittee
	B/D Liaisons: COSSA, JCIA, Mental Health Forum
Mirvis, Philip H.	Committee for the Protection of Human Participants in Research (1986-1989)
Nelson, Paul D.	Staff Liaison to: Committee on Accreditation, Task Force on the Process of Accreditation, and Task Force on the Review of the Scope and Criteria for Accreditation

Oliver, Laurel W.	Committee on Employment and Human Resources (1987-89)
Perloff, Robert	Board of Social and Ethical Responsibility for Psychology (1988-90)
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Ramos, Robert A.	Committee on Psychological Tests and Assessment
Robertson, Gary J.	Training Group of the Joint Committee on Testing Practices
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Schneider, Benjamin	Board of Professional Affairs (1988-1990)
Tenopyr, Mary L.	Committee on Scientific Awards (1987-90) Committee on Legal Issues Council of Representatives
Welds, Kathryn M.	Committee for the Approval of Continuing Education Sponsors
Wexley, Kenneth N.	Council of Representative (1986-1989)
Wing, Hilda	Committee on Psychological Tests and Assessment, Chair
Wittig, Michele A.	Committee on Academic Freedom and Conditions of Employment (1988-1992)
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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 Organizational Psychology, Inc. (SIOP) is open to Fellows, Members, and Associates of the American Psychological Association (APA) and Fellows and Members of the American Psychological Society (APS). Applications for Society Member, Associate or as Foreign or Student Affiliates of the Society are handled through the Society Membership Committee. Recommendations for status as Fellows are made through the Fellowship Committee.

SIOP members recently approved a change in the Society's bylaws to open membership in SIOP to Members or Fellows of APS, as well as APA. Beginning this year, the Membership Committee will be reviewing applications from individuals who have membership status in either APA or APS.

Article 1, Section 2 of the Society's Bylaws describes the Society's purpose as "to promote human welfare through the various applications of psychology to all types of organizations providing goods and services." Examples of such applications include: selection and placement of employees, organizational development, personnel research, design and optimization of work environments, career development, consumer research and product evaluation, and other areas affecting individual performance in or interaction with organizations.

Society members must: (1) currently be members in good standing of either APA or APS; (2) have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing; (3) be engaged in study or professional work that is primarily psychological in nature; (4) be engaged in professional activities (research, teaching, practice) related to the purpose of the Society, as stated above; and (5) have a minimum of one year's full-time service in such activities.

Applicants for Society members not receiving a doctoral degree in I/O Psychology, or the equivalent thereof, should support their application with any one of the following: (1) two articles published in I/O related journals; (2) two letters of recommendation written by current Society members; (3) name of I/O related courses taught; or (4) copies of unpublished research or evaluation reports in I/O areas.

Applicants for Associate member must: (1) currently be associate members in good standing of APA or APS¹; (2) completed two years of graduate study in psychology at a recognized school; (3) have a Master's degree in psychology (or related area) from a recognized graduate school; (4) have a minimum of one year's full-time professional work in psychology; and (5) be engaged in professional or graduate work related to the purpose of the Society, as stated above.

Student members are not required to be student members of APA or APS, but must be presently engaged primarily in formal study related to the purpose of the Society, as stated above. More information on this category of membership is available elsewhere in this issue of **TIP**.

Individuals interested in applying for membership status in SIOP should complete the application and return it to:

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¹By the time of publication, APS should have instituted an Associate membership status.

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Institution	Degree	Date	Major area of specialization

Master's thesis title _____

Advisor(s) _____

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

Title of Publication	Publication	Date

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Employer	Title	Supervisor	Dates	
			From	To
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2.				
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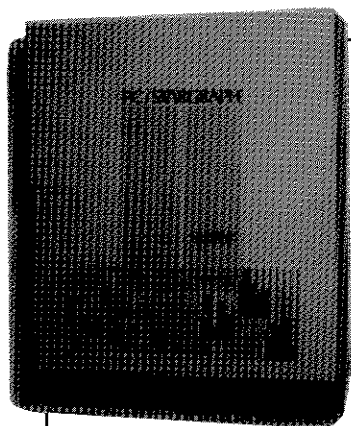
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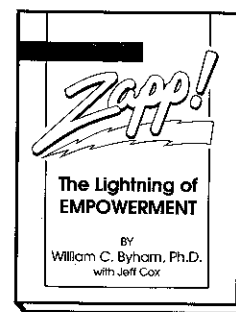
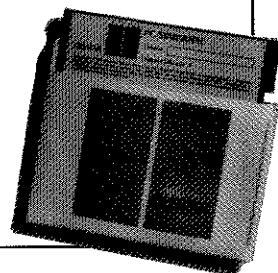
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Committee on Committees

Lynn R. Offermann

The Committee on Committees is now accepting self-nominations for membership on 1990-1991 committees of the Society for Industrial and Organizational Psychology. Members, Associates, and Fellows of the Society who are interested in active involvement in the Society's activities are encouraged to volunteer for committee service. The Society would especially like to foster such service by women and minorities.

A list of SIOP standing committees is provided on the Self-Nomination Form that appears on pages 79-80 of this issue. Appointments to standing Society committees are typically made for a one-year period. Reappointment is *not* automatic. Thus, those interested in continuing present service should complete and return the Self-Nomination Form each year.

Reflecting the Society's change from an August-August calendar to a new April-April schedule revolving around the SIOP conference, committee assignments will also be on an April-April basis beginning in 1990. Thus, 1990-1991 committee assignments will be made in the early spring of 1990. *Due to this advancement in our schedule, this is the only time the Self-Nomination form for 1990-1991 will be published. The deadline for receipt of this form is February 1, 1990.*

Individuals interested in serving on a Society committee for the April 1990-April 1991 period should complete the Self-Nomination Form, or a copy of it, as soon as possible and send it to **Lynn R. Offermann**. The mailing address appears on the Self-Nomination Form.

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Self-Nomination Form Standing Committees, 1990-1991 Society for Industrial and Organizational Psychology Deadline: February 1, 1990

If you are interested in serving on a standing committee of the Society for the 1990-1991 period, please complete this form (or a copy of it) and mail it to **Lynn R. Offermann**, Chair, Committee on Committees, Society for Industrial and Organizational Psychology, Department of Psychology, George Washington University, Washington, D.C. 20052.

Name: _____
Last First Middle

Mailing Address: _____

Phone Number: Area Code () _____

Job Title: _____

Educational data:

Highest earned degree: _____ Year granted: _____

Educational Institution: _____

Society status:

[] Associate [] Member [] Fellow

Committee preferences:

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

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

Prior Society service:

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

Prior APA service:

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

Special interests and/or qualifications:

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

References:

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

Name	Address
<hr/>	<hr/>
<hr/>	<hr/>

Your Signature: _____
Date: _____

Please mail the completed form (or a copy of it) by February 1, 1990, to:

Lynn R. Offermann
Committee on Committees
Society for Industrial and Organizational Psychology
Department of Psychology
George Washington University
Washington, D.C. 20052

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Fellowship: Call for Nominations

The SIOP Fellowship Committee would appreciate nominations for candidates for Fellowship in the Society. Nominees must be SIOP members who have made "unusual and outstanding contributions to I/O psychology." Our recent bylaws change creates the category of membership "Fellow of the Society," which is separate from fellowship in APA. Thus nominees do not have to be members of APA; candidates who are APA members will be considered for fellowship in APA as well as in the Society.

Please contact **Paul Sackett** with names of individuals you would like to sponsor or think should be sponsored for fellowship. All nomination materials must be complete by mid-December, *so don't delay!* Call Paul at 612-624-9842 with nominations, or write to him at the Industrial Relations Center, University of Minnesota, 537 Management and Economics Building, Minneapolis, MN 55455.

Frontiers Volume on Training and Career Development

Irwin L. Goldstein

The third volume of the *Frontiers Series* on "Training and Career Development," edited by Irwin L. Goldstein of the University of Maryland is scheduled for publication by Jossey-Bass in November, 1989. This is the third volume developed by *Frontiers Series* Editor, Raymond A. Katzell, and the editorial board. The first volume "Career Development in Organizations" edited by Douglas T. Hall was published in 1986 and has already sold close to 5,000 copies. The 1988 volume on "Productivity in Organizations" edited by John P. Campbell & Richard J. Campbell has already sold 1,600 copies. The *Frontiers Editorial Board* and Jossey-Bass have both expressed appreciation to SIOP members for their support of the series.

Goldstein, in describing the training volume, noted that in the last decade there has been considerable research and theory development in the area of training. Also, the book arrives at a time when even more

researchers are focusing their attention on training issues. With complex changes occurring both in the workplace and in the demographics of the working population, many persons are hoping that training will increasingly serve in a positive way to give individuals work opportunities. The volume discusses many training issues facing researchers and practitioners. The list of outstanding authors and their topics in the training volume are listed below. Forthcoming volumes in the series include *Climate and Culture* (edited by Benjamin Schneider), *Work and the Family* (edited by Sheldon Zedeck) and *Issues in Selection* (edited by Neal Schmitt and Wally Borman).

Frontiers Volume on Training and Career Development

Irwin L. Goldstein, Editor

Introduction

Chapter 1. Irwin L. Goldstein. A Perspective on Training Issues: Past, Present and Future.

Part I—Training System Issues

Chapter 2. Cheri Ostroff and J. Kevin Ford. Assessing training needs: Critical levels of analysis.

Chapter 3. Wayne F. Cascio. Using utility analysis to assess training outcomes.

Chapter 4. Richard D. Arvey & David Cole. Evaluating change due to training.

Part II—Learning and Cognitive Ideas

Chapter 5. William C. Howell & Nancy J. Cooke. Training and cognitive models.

Chapter 6. Edwin A. Fleishman & Michael D. Mumford. Linking ability taxonomies with training and task performance.

Chapter 7. Gary P. Latham. Behavioral approaches to the training and learning process.

Section III—Dynamic Training Issues

Chapter 8. Harvey L. Sterns & Dennis Doverspike. Training issues facing an aging workforce.

Chapter 9. Manuel London & Emily Bassman. Retraining mid-career workers for the future workplace.

Chapter 10. Daniel C. Feldman. Socialization, resocialization, and training.

Chapter 11. Simcha Ronen. Training the international assignee.

Section IV—Commentators

Paul W. Thayer. A historical perspective on training.

John P. Campbell. The agenda for theory and research.

Kenneth N. Wexley. Contributions to the practice of training in organizations.

Report on the 1989 I/O-OB Doctoral Student Consortium

Dennis Doverspike
University of Akron

In 1989, the Society sponsored its fourth annual I/O and OB Doctoral Student Consortium. The consortium is conducted under the auspices of the Education and Training Committee. The consortium was held before the SIOP Midyear Conference at the Marriott Marquis in Boston. Forty graduate students attended the consortium. We would like to thank all the faculty and universities who nominated and supported students for the consortium.

The day's activities began with a buffet breakfast. Students then divided into two all-morning sessions, one by Susan E. Jackson (New York University) on "Exploring the Consequences of Work Group Composition" and the other by Ellen Kossek (Michigan State University) and Robin Ely (Harvard) on "Using Qualitative and Quantitative Data in Organizational Research." Lunch featured a speech entitled "The Changing Face of Psychology in Industry" by Herbert H. Meyer (University of South Florida). The afternoon sessions were presented by Richard Campbell (New York University) assisted by Susan Jackson on "Careers in I/O Psychology" and by Michael Lindell (Michigan State University) on "Disasters in the Application of I/O Psychology." Both personally and for the Society, I would like to express my deepest appreciation and thanks for the time and effort invested by all the presenters.

The subcommittee for the consortium was composed of Dennis Doverspike, Ellen Kossek, and Lorianne Roberson. The subcommittee also wishes to thank Manny London for his assistance.

Students provided open-ended evaluations. Overall, the evaluations were very positive. Many favorable comments were also heard at the conference. Students especially appreciated the opportunity to meet other outstanding research-oriented students from across the country.

The 1990 Doctoral Student Consortium is currently entering the planning stages. Any comments or suggestions may be forwarded to Dennis Doverspike, Doctoral Student Consortium, Psychology Department, The University of Akron, Akron, Ohio 44325.

Iotas

Steve W. J. Kozlowski

Summer tends to be a busy time for professional association meetings during which several members of the Society were (or will be) recognized for their many contributions to the field. This is in addition to the awards made by SIOP which appear elsewhere in this issue.

Ken Clark will receive the Outstanding Contribution to Psychology and Management Award to be given by the Society of Psychologists in Management (SPIM) at their mid-winter meeting. Ken will also be the featured speaker on the conference theme of "Developing Leaders for the 1990s." The conference will be held in Clearwater, Florida, February 9-10. Those interested should contact **Darwin Dorr** at the Highland Hospital in Asheville, NC (704-254-3201).

Ann Howard and **Doug Bray** were honored at the Academy of Management Meeting in Washington, D.C., for their co-authored book, *Managerial Lives in Transition: Advancing Age and Changing Times*. The volume was selected from among 19 books nominated for the Academy's George R. Terry Award, given for an outstanding contribution to management knowledge. In announcing the selection, the award committee described the book as "a model of excellence in social science."

Gary Latham, **Miriam Erez**, and **Ed Locke** received the Outstanding Publication in Organizational Behavior Award from the Organizational Behavior Division of the Academy of Management for their monograph, *Resolving Scientific Disputes by the Joint Design of Crucial Experiments by the Antagonists: Application to the Erez-Latham Dispute Regarding Participation in Goal Setting*. The award was presented during the Academy's national meeting in August.

Manny London received the 1989 Book Award from the American Society for Personnel Administration for his book, *Change Agents: New Roles and Innovation Strategies for Human Resource Professionals*.

And **Thomas Mason**, a recent Ph.D. graduate of the I/O psychology program at the University of Tennessee, Knoxville, won the International Personnel Association Assessment Council 1989 Student Paper Competition.

Congratulations to all!

The Center for Applied Behavioral Sciences at Penn State, directed by **Frank Landy**, has received a five year \$1.8 million grant from the U.S. Department of Agriculture to evaluate a demonstration project involving

novel ways of recruiting and hiring scientists and professionals in the Agricultural Research Service and the Forest Service. (We are now awaiting word for news that Frank has decided to form his own university!)

As usual, there is lots of news about positions, promotions, and appointments. **Edwin P. Hollander** has been appointed University Distinguished Professor of Psychology at the Baruch College of the City University of New York, while in the country's (northern) heartland **Rich Arvey** has been appointed the Carlson Professor of Industrial Relations at the University of Minnesota. **Art Brief** has joined **Rob Folger** and **Mary Konovsky** in the Organizational Behavior Group at the Freeman School of Business, Tulane University. **Bob Caplan**, formerly of ISR, has joined the I/O faculty at George Washington University. He replaces the "retiring" **Jim Mosel**, founder of the program and its director for 40 years. Jim will continue to be active in the program as a professor emeritus.

Vicki Vandaveer has joined Jeanneret & Associates, Inc., as a Senior Consultant. She will be located in the firm's Houston office. Vicki was formerly the Manager of Personnel Research for Southwestern Bell. **Carol Hailes** has also joined the firm. She will serve as the on-site psychologist at a nuclear power plant located in Texas.

David Jones of Personnel Designs, Inc., reports lots of activity. **Anita L. Kamouri** has been appointed a Vice President of the firm. **Glenn T. Ball** has joined the firm as Managing Principal of its newly established Hartford-area office. Glenn was formerly Director of Human Resources Research for the Travelers Insurance Companies. **R. Stephen Wunder** has joined the firm as Managing Principal of its newly established Houston-area office. He was formerly Manager of Personnel Activities with Exxon Corporation. Also joining the Houston office as Project Consultant is **Steven Arneson**.

John Rauschenberger at Ford Motor Company has been promoted and has moved from the Employee Development and Planning Department to the Employment and Training Planning Department. At Burroughs Wellcome Company, **Susan Reece** has been promoted to Manager of I/O Psychological Services in Corporate Compensation, with responsibility for managing job analysis and testing, and **John Fleenor** has been promoted to Performance Technology Analyst in Corporate Training and Development, with responsibility for evaluating organization development and training programs.

I spent the summer in San Diego working with **Bob Morrison** at the Navy Personnel Research and Development Center (NPRDC) as a Navy-ASEE Summer Faculty Fellow. My thanks to everyone at NPRDC for an interesting and challenging experience. **Jack E. Edwards**,

formerly on the I/O faculty at the Illinois Institute of Technology (IIT), recently joined NPRDC (Jack . . . say LIMDU). **MaryBeth DeGregorio**, only recently a graduate student at Michigan State University (MSU), will be a visiting faculty member at IIT. **Scott Cohen** and **Sue Cohen** (formerly Sue Schechtman), who also attended MSU, have joined Development Dimensions International. **Ellen Young** has joined the International Personnel Management Association as the Director of Assessment Services.

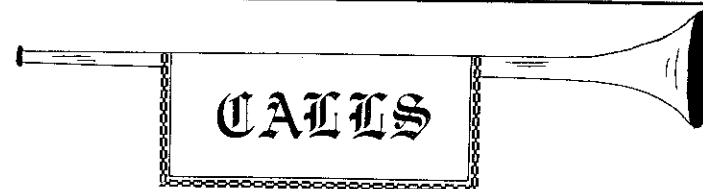
Ed Fleishman and **Harry Triandis** were invited speakers for a program entitled, *Horizonte 2000*, held in Madrid, Spain, last May for human resource managers in Spanish industry. **Morris Aderman** of IIT recently conducted a managerial workshop for the Secretary of Transportation, **Sam Skinner**, and 25 top Department of Transportation executives.

The Personnel Testing Council of Metropolitan Washington has recently elected a new board for the 1989-90 term. The following persons will be serving as officers: **Lance Seberhagen**, President; **Debbie Whetzel**, President-elect; **Merri-Ann Cooper**, Past President; **Dave Kleinke**, Vice President-Programs; **Nancy Robinson**, Secretary; **Joyce Mattson**, Treasurer; and **Jess Robinson**, Recorder.

Finally, under the heading that *truth is stranger than fiction*, take a look at the photo (taken in 1959) that appears below. The two close friends in the picture (right, middle) were accompanying their fathers, who were both naturalists, on an expedition in the Grand Tetons. Over time the friends drifted apart and lost contact with each other. Surprise! About 20 years later, they rediscovered each other and were astonished to learn that they had independently selected the same profession, that of I/O psychologist! The two people in the picture are now somewhat older and among the more visible members of the profession. Can you guess who they are? Their identities are revealed in the note at the bottom of this page.



The long-lost friends are Rich Arvey and Larry James.



Call for Information about Predictors of Dishonesty, Theft, and Related Behaviors in the Workplace

APA's Committee on Psychological Tests and Assessment (CPTA), Division 5, and the Society for Industrial-Organizational Psychology (SIOP) have created a joint task force to examine the scientific and social-policy considerations associated with the use of measures to predict dishonesty, theft, and related behaviors in the workplace. The Task Force on the Prediction of Dishonesty and Theft in Employment Settings is now seeking information about these measures and their use. Please send any relevant information about commercially available and unpublished measures of this kind, including the names of these instruments and their sources, and published and unpublished research to: **Dianne Lane, APA Science Directorate, 1200 17th Street NW, Washington, DC 20036.** Please respond by December 15.

Research Support

The **Social Science Research Council** offers three fellowship and grant programs to support research on the urban underclass in the United States. Undergraduate Research Assistantships, Dissertation Fellowships and Postdoctoral grants will be offered in 1990. Topics that may be supported by these programs include, but are not limited to: The processes by which individuals and families become at-risk for welfare dependency, and the effects of this dependency upon the developmental trajectories of children and youth; The relationship between the degree of concentration of poverty and the structure and functioning of families; The

ways in which household structure and dynamics influence the intergenerational continuity of poverty within families; The effects of family processes and community resources on individual developmental trajectories; The differential ability of institutions, families, and individuals to respond to changes in employment, housing, and racial and ethnic composition within their communities; and The effects of shifts in the nature of jobs, occupations, and employment on groups that lack educational and employment skills and experiences. **Application deadline: January 10, 1990.** For further information, please contact: **Social Science Research Council, Research on the Urban Underclass, 605 Third Avenue, New York, NY 10158.**

Special Issue of JOURNAL OF BUSINESS AND PSYCHOLOGY (JBP)

Journal of Business and Psychology (JBP), a Human Sciences Press/Plenum Journal of applied psychology, is pleased to announce a special 1990 issue entitled, "Computer Advances in Personnel Psychology." Articles are sought that thoroughly describe new software and hardware innovations that should prove useful to personnel professionals. All papers will be blind reviewed. There will be no commissioned papers. For a detailed description of the special issue and JBP policies, prospective contributors should contact in writing: **Dr. John W. Jones, Editor, Journal of Business and Psychology, London House, Inc., 1550 Northwest Highway, Park Ridge, IL 60068.** Submissions are due to the Editor by **February 15, 1990.** Four (4) copies of the manuscript are required.

Call for Review of Computer Advances in Personnel Psychology

A comprehensive review article covering all computer advances in personnel psychology is being prepared for a special issue of the *Journal of Business and Psychology*. Articles describing both software and hardware innovations are requested, along with current papers describing practical, ethical, and legal implications of computer use in personnel practice. Contributors will receive an annotated bibliography that will in-

clude their submission. Authors of papers which may be germane to this review are invited to submit them for possible citation to: **Dr. John W. Jones, Editor, Journal of Business and Psychology, London House, Inc., 1550 Northwest Highway, Park Ridge, IL 60068.**

Call for Papers

The 15th National Conference on Feminist Psychology, hosted by the Arizona Chapter of the Association for Women in Psychology, to be held in Tempe, Arizona, March 8-11, 1990, is seeking proposals on the theme: **Feminist Psychology . . . Reclaiming Liberation.** All types of programs are welcome: research, theory, applied and clinical practice, teaching, supervision, client advocacy, and public policy. Presentations may be made by professionals, students, community activists, and others interested in the feminist psychology of women. For more information and guidelines, contact **Sue Morrow, Conference Co-Coordinator, 110 West Geneva Drive, Tempe, Arizona, 85282, (602) 966-0039.**

CALL FOR MANUSCRIPTS

There will be a special number of the *Journal of Family Issues* on the theme **The Impact of Workplace Family Policies.** Papers based on studies of the consequences of such policies for families and/or businesses rather than descriptive reports are the focus. Papers should be no longer than 30 pages, double-spaced, and are due by December 15, 1989. Send manuscripts to: **Joan Aldous, Department of Sociology, University of Notre Dame, Notre Dame, IN 46556.**

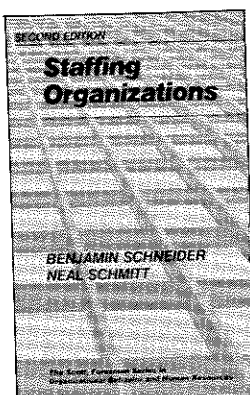
CALL FOR PROPOSALS

Research and Development proposals for the *Strong Interest Inventory* (Strong) are being solicited by the Strong Research Advisory Board acting on behalf of Stanford University Press. Support will be offered to qualified investigators for research that will: 1) build on and extend existing research; 2) develop new areas of research; 3) extend the use and knowledge of the Strong. Call or write for a copy of the Proposal Guidelines: **Strong Research Advisory Board, Stanford University Press, Stanford, CA 94305 415-723-9434.**

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8. Hiring Procedures I: Overview & Cognitive Ability Testing
9. Hiring Procedures II: Performance Simulation Testing
10. Hiring Procedures III: Personality Tests, BIODATA, and Interviews
11. Staffing Organizations: Review and Implications Appendix



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Upcoming Conferences and Meetings

1989

- Nov. 6-10 The 31st Annual Military Testing Association Conference. San Antonio, TX. Contact: Jay Tartell, MTA Chairman (512) 652-6623 (or AUTOVON 487-6623).
- 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.

1990

- Mar. 15-17 American Psychology-Law Society, Biennial Meeting. Williamsburg, VA. Contact: Kathy Ozslzly, Law and Psychology Program, 209 Burnett Hall, University of Nebraska, Lincoln, NB 68588.
- Mar. 16-18 2nd Annual International Conference on Socio-Economics, George Washington University, Washington, D.C. Contact: The Society for the Advancement of Socio-Economics, 714H Gelman Library, 2130 H Street, NW, Washington, D.C. 20052.
- Mar. 26-30 29th Annual National Society for Performance and Instruction (NSPI) Conference. Toronto, Ontario, Canada. Contact: National Headquarters, NSPI, (202) 861-0777.
- Apr. 7-11 Annual Conference of the American Society for Public Administration. Los Angeles, CA. Contact ASPA: (202) 393-7878.
- Apr. 20-22 Annual Conference of the Society for Industrial and Organizational Psychology. Miami, FL. Contact: Ronald D. Johnson, Chair, (703) 231-6152.
- May 6-10 Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: Dawn Temple, ASTD, (703) 683-8188.

- June 24-27 Annual Conference of the American Society for Personnel Administration. Atlanta, GA. Contact ASPA, (703) 548-3440.
- June 24-28 Annual Conference of the International Personnel Management Association Assessment Council. San Diego, CA. Contact: Ellen Young, IPMA, (703) 549-7100.
- July 18-21 3rd International Symposium on Human Factors in Organizational Design and Management, Kyoto, Japan (immediately preceding the IAAAP International Congress). Contact: Dr. Junzo Watada, Symposium Secretariat, Faculty of Business Administration, Ryukoku University, Fukakusa, Fushimi, Kyoto 612, Japan.
- Aug. 10-14 Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 955-7705.
- Aug. 11-15 Annual Convention of the American Statistical Association. Washington, DC. Contact: ASA, (202) 833-3410.

NOTE: This list was prepared by Ilene Gast for SIOP's External Affairs Committee. If you would like to suggest additional entries, please call Ilene Gast at (202) 653-6688.

NOTICE

With the recent approval of changes to the Society By Laws, the Society will henceforth collect its own dues. Dues will no longer be collected by APA. More complete information about this is contained in the Message from Your President which appears elsewhere in this issue.

If you have not yet paid your SIOP dues, please contact the SIOP Financial Officer immediately! Contact:

Manuel London
SIOP Financial Officer
Harriman School for Management
SUNY—Stony Brook
Stony Brook, NY 11794-3775

Clearinghouse for Technical Reports and Other Unpublished Professional Documents

Theodore H. Rosen

In our attempt to aid in the dissemination of various professional documents that are not often published or otherwise shared among our profession, this column publishes brief summaries of such documents with information on how the complete document can be obtained. Copies of the documents are available from the designated sources. We certainly appreciate the submission of the following documents. Many thanks to the authors.

I. Gust, S. W. and Walsh, J. M. (Editors). (1989). *Drugs in the workplace: Research and evaluation data*. NIDA Research Monograph 91, Office of Workplace Initiatives, National Institute on Drug Abuse.

This monograph presents 18 papers concerning drugs in the workplace. These papers are categorized under four groupings:

- * Prevalence of Drug Use by the Workforce
- * Relationship of Drug Use to Performance and Productivity
- * Industry Responses to Drugs in the Workplace
- * Emerging Issues/Research Directions

There is also an introduction and summary written by the editors entitled: "Research on the Prevalence, Impact, and Treatment of Drug Abuse in the Workplace."

Copies of the monograph may be obtained by contacting: **Steven Gust, Ph.D., NIDA, Office of Workplace Initiatives, Room 10A-53, 5600 Fishers Lane, Rockville, MD 20857, Phone: (301) 443-6780.**

II. Rosen, T. H. (1989). *Retraining of excess Army employees: Considerations for a changing workforce*. Final Technical Report, Prepared for the Office of Employment and Classification, Office of the Army Deputy Chief of Staff for Personnel.

The major thrust of this project was to provide data on retraining models and options in order to help the Army evaluate alternative approaches, develop policy guidance, and decide whether to provide additional resources to the existing retraining program. Of the five analyses conducted as part of this research effort, an appendix of the final report concerning the comprehensive literature review of private sector cor-

porate retraining programs is being made available. It summarizes the information collected on each of the corporate programs. In addition, the Executive Summary of the final technical report is also being made available.

Copies of the Executive Summary and the Appendix may be obtained by contacting: **Theodore H. Rosen, Ph.D., Consultant To Management, 9008 Seneca Lane, Bethesda, MD 20817, Phone: (301) 493-9570.**

III. Feifer, I. *An evaluation of LaGuardia Community College's career educational approach toward the integration of its various program components.* LaGuardia Community College.

This report was developed several years ago as part of a comprehensive self-study of the college, and can still serve as a useful prototype/guide for institutions of higher education that are preparing for regional accreditation or re-accreditation.

The self-contained report describes the evolution of career educational programs at the college, the primary career educational objectives that each division of the college has responsibility for delivering; the specific program components corresponding to each objective; data-based evaluations of each component; and evaluative assessments of the extent to which each primary career educational objective of the college has been attained, with recommendations for future program enhancement.

Copies of the report may be obtained by contacting: **Irwin Feifer, Ph.D., Division of Cooperative Education, LaGuardia Community College/CUNY, 31-10 Thomson Avenue, Long Island City, NY 11101, Phone: (718) 482-5202.**

IV. Eyde, L. D., Moreland, K. L. and Robertson, G. J. (1988). **Test user qualifications: A data-based approach to promoting good test use.** American Psychological Association, Science Directorate.

This report was developed by the Test User Qualifications Working Group (TUQWoG), a working group of the Joint Committee on Testing Practices (JCTP). It describes the TUQWoG research project to provide a database relating to good testing practices. The project focused on minimizing test misuse by identifying the test user behaviors that contribute to test misuse. By concentrating on identifying the competencies of individual test users, the effort has focused on the knowledge and experience of test user, rather than relying solely on job titles and credentials. TUQWoG's products were designed to be consistent with the 1985 *Standard for Educational and Psychological Testing* (AERA et al., 1985, p. 36).

Copies of the full report may be obtained by contacting: The

American Psychological Association, Science Directorate, 1200 17th Street, N.W., Washington, D.C. 20036, Phone: (202) 955-7653.

V. The following documents are recent publications from the U.S. Office of Personnel Management:

A. Dye, D. A. and Reck, M. (1988). *A literature review and meta-analysis of education as a predictor of job performance.* Office of Personnel Research and Development #88-9, 49 pages. NTIS #PB 89-152433/AS.

This study was undertaken to further the investigation of education as a predictor of job performance. The first part of the study was a review of the literature. Five types of measures were identified: academic achievement, level of education, field of study, institutional quality, and extracurricular activity. The second major part of the study was a series of meta-analyses. The findings suggest that levels of validity for the measures of education reviewed are essentially the same or higher than was suggested by the literature review.

B. Northrop, L. (1988). *Situational specificity and validity generalization results for apprentice occupations.* Office of Examination Development #88-14, 60 pages. NTIS #PB 88-213608.

The Schmidt-Hunter validity generalization model was applied to a broad spectrum of blue-collar occupations (both civilian and military) for which apprenticeship training is appropriate. Task differences among a very heterogeneous group of jobs were found to have relatively little effect on test validities, but the test types analyzed were not equally valid for all jobs. Although examination of mean observed and estimated mean true validities across and within job groupings provided little evidence of validity moderation by tasks (job specificity), possible moderation by item type was suggested by some of the data. It was concluded that, in an employment situation, careful selection of the specific item type (within a given test type) with which to assess a particular ability might contribute to maximization of the validity of a selection procedure.

C. O'Leary, B., Colberg, M. and Nester, M. (1988). *The dual track validation system.* Office of Personnel Research and Development #88-3, 37 pages. NTIS #PB 89-130678/AS.

The dual track validation system is a procedure for documenting the agreement (or disagreement) existing between single-study validation results and expected results based on validity generalization (VG). The report also provides guidance on job analysis methods which can be used in linking the two types of studies.

The above studies may be obtained directly from: **U.S. Department of Commerce, NTIS, 5285 Port Royal Road, Springfield, VA 22161,**

Phone: (703) 487-4650.

D. MacLane, C. N. (1988). *After the PACE: A summary of alternatives research under the Luevano Consent Decree*. Office of Examination Development #88-16, 6 pages.

Copies of this report may be obtained by contacting: **Ms. Julie Rhein-stein, U.S. Office of Personnel Management, Personnel Research and Development, 1900 E. Street, NW, Room 6451, Washington, D.C. 20415, Phone: (202) 653-2594.**

If you or your organization has any technical reports, case studies, working papers, intraorganizational applied research reports, and/or prepared texts for oral presentations which might be of interest to our profession and are available for distribution. Documents that advertise the products or services of an individual organization will not be listed. To submit a document or for more information, contact: **Ted Rosen, Associate Editor, TIP, 9008 Seneca Lane, Bethesda, MD 20817, Phone: (301) 493-9570.**

Office of Science, Technology and Policy Seeks Behavioral Scientist

Dave Johnson

Several weeks ago, Dr. D. Allan Bromley was confirmed as the President's Science Adviser and as Director of the Office of Science, Technology and Policy (OSTP). Bromley has said publicly that a top priority of his Directorship will be to find ways to achieve closer federal interagency coordination and cooperation on large scale science initiatives and on improving education. He has also said publicly that he considers a solution to this challenge to be a matter for behavioral and social scientists rather than for experts in technology.

Today I received a call from the only Assistant Director (of 4 expected Assistant Directors) now in place at OSTP. The Assistant Director, Dr. Allen Hammond, has said that Bromley is interested in appointing a behavioral scientist to his staff, and he would prefer the expertise of this person to be in the area of coordination of activities in large organizations (such as the federal government).

He asked assistance in forwarding to him the credentials of scientists who could fit this bill. I believe I/O is a source from which to draw. That is why I am asking assistance in getting the word out to members of SIOP. Please have names and resumes forwarded to the Federation Office: **Federation of Behavioral, Psychological and Cognitive Sciences, Attention: David Johnson, 1200 17th St., NW, Washington, D.C. 20036.** If there are questions, I may be reached at 202-955-7758 or by Bitnet at fed@gwuvvm.

My sense from Hammond is that Bromley is anxious to fill the open positions on his staff and get OSTP functioning fully as fast as possible. So, if we are to have an impact, we need to act quickly.

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For more information on our HRM services, please call Dr. Michael A. McDaniel, Associate, at (301) 951-2200, or write to him at 4330 East West Highway, Bethesda, Maryland 20814.

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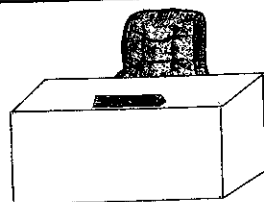
Booz-Allen was founded on just this premise 75 years ago. Today, we're helping decision makers in government and industry solve problems encompassing every aspect of the HRM function—from personnel selection to training. And our staff of industrial/organizational psychologists and HRM specialists brings a depth and breadth of expertise to client problems that no competitor can match.

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FACULTY POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AT VIRGINIA TECH. The Department of Psychology at Virginia Polytechnic Institute and State University intends to make a tenure-track appointment in the area of Industrial/Organizational Psychology beginning August, 1990. A Ph.D. in Psychology is required and responsibilities include teaching at both the graduate and undergraduate levels. Preferred applicants will be at the rank of Associate or Full Professor. However, qualified applicants for the rank of Assistant Professor will be considered. The quality of research is more important than research area. Salary is commensurate with experience and applicants must have a proven record or show promise for developing a theoretically based research program. The Department of Psychology is committed to scholarship and research excellence and the successful candidate would be expected to reflect those commitments. It has 27 full-time faculty positions and offers Ph.D. programs in Industrial/Organizational Psychology, Applied Experimental Psychology, Clinical Psychology (APA-approved), Developmental Psychology, and School Psychology. Applicants should submit a letter of application,

academic vita, and three letters of reference to: **I/O Search Committee Chairperson, Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.** Applications will be accepted until the position is filled. Virginia Tech is an Equal Opportunity/Affirmative Action Employer.

PERSONNEL RESEARCH INTERNS—IBM: Seeking candidates in Industrial/Organizational Psychology, Organizational Behavior, applied Social Psychology, or related disciplines:

1. **POST-DOCTORAL** internships (recent grads). Full time, 6 to 12 months.

2. **3RD AND 4TH YEAR GRADUATE STUDENT** internships. Full time, semester or academic year; part-time considered. Summer possible.

Applicants should possess good quantitative and research abilities, as well as the maturity, interest and interpersonal skills to work in a large, dynamic industrial organization. Prior survey work experience in an industrial setting helpful.

Positions specifically involve project development, data collection, analysis, summarization and interpretation. Emphasis on analysis, statistics, methodology, and computer skills (SPSS, SAS, graphics, mainframe, PC).

Located in Westchester County, New York, 25 miles north of New York City.

Resume/vita to: **L. A. Warriner, Ph.D., Personnel Research—MDC, IBM Corporation, Old Orchard Road, Armonk, New York 10504. (914) 765-2085.**

PERSONNEL RESEARCH. JC Penney Company has an opportunity for an experienced Personnel Research Consultant at its corporate headquarters in Dallas, Texas. The Position's primary focus will be on the design and implementation of employee and consumer attitude surveys. You will also play a key role in the research and development of our corporate personnel selection and appraisal systems. Ideally, you will have: (a) 3 or more years' experience in a large corporate or consulting environment, (b) a completed Ph.D. in I/O Psychology, and (c) excellent interpersonal and communication skills. For immediate consideration, please send your resume and salary history to: **JC Penney Company, Corporate Employment/TP-PRC, P.O. Box 659000, Dallas, TX, 75265-9000.** JC Penney is an equal opportunity employer.

THE PSYCHOLOGY DEPARTMENT AT APPALACHIAN State University invites applications for a tenure-track faculty position at the assistant professor level in Industrial/Organizational. Candidates for this position should have a Ph.D. in industrial/organizational psychology. Experience in human factors would be desirable.

All candidates should be prepared to contribute to our undergraduate and graduate programs, including thesis supervision. Preference will be given to candidates who are committed to excellence in teaching and have teaching experience. Successful candidates will be expected to develop and maintain an active research program. Appointments are contingent on completion of all requirements for the doctoral degree.

In addition to a large undergraduate program, the Department offers Master's degree programs in clinical, general theoretical, industrial/organizational, school, and rehabilitation/health psychology. Currently, the Department has 30 full-time faculty, approximately 300 undergraduate majors and 80 full-time graduate students.

Applications including a current resume, copies of graduate transcripts, and three letters of recommendation should be sent to **Verne Bacharach, Chair, Department of Psychology, Appalachian State University, Boone, NC 28608**. Deadline for *completed* applications: January 19, 1990. Appalachian State University is an equal opportunity/affirmative action employer. We encourage applications from minority candidates and from candidates with handicaps.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST/ASSISTANT PROFESSOR. The Department of Psychology at Portland State University has a tenure-track opening for an assistant professor beginning September 1990. Portland State University is a member of the Oregon State System of Higher Education and is located in the major metropolitan area of the state. The Psychology Department has a strong applied research orientation and has Systems Science/Psychology Ph.D. programs in I/O, Applied Social, Applied Experimental Psychology and Applied Developmental. Responsibilities for this position include supervising dissertations, student practica, teaching in areas of expertise at undergraduate and graduate levels, and productive scholarship in applied settings. Qualifications include a doctorate in Psychology and research interests in I/O Psychology demonstrated either in dissertation or published research. Salary range: \$26,000 to \$28,000. Send letter of application, vita, 3 letters of reference, transcripts, a statement of research interests, and evidence of research scholarship by November 15, 1989, to: **Dr. David Wrench, Chair, I/O Search Committee, Department**

of Psychology, Portland State University, P.O. Box 751, Portland, OR 97207. Portland State University is an Affirmative Action/Equal Opportunity Employer.

POSITION AVAILABLE. The Department of Human Resource Administration at Temple University has a full-time, tenure-track position available in the organizational behavior of small groups beginning September 1990. This opening is at the Assistant or possibly Associate Professor level.

The primary research emphasis of this position is on intra or inter group behavior within an organizational setting. A secondary research emphasis should be in human resource management or organizational theory. The faculty member will teach organizational behavior at the graduate and undergraduate levels, and is expected to be active in research and the Ph.D. program.

Candidates should have completed all requirements for the doctoral degree prior to September 1990. Demonstrated ability to do published research is required, and interdisciplinary research is an asset. Address: **Temple University, School of Business and Management, Speakman Hall (006-00), Philadelphia, PA 19122. Phone: (215) 787-8099.**

Temple University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

SURVEY DIRECTOR. Prestige, rapid growth International consulting firm seeks highly qualified individual to assume responsibility for managing client engagements. ISR specializes in employee and management attitude surveys for world-class multinational companies. A Survey Director manages all aspects of the survey process, from client-specific questionnaire design through to final report presentation and monitoring of follow-up. Approximately 50% travel is required.

The candidate should possess the following:

- Ph.D. in the behavioral sciences
- Successful business experience
- Exceptional interpersonal skills
- Fluency in Spanish, French, or German desirable

Exceptional salary and benefits.

Send resume to: **Search Director, International Survey Research Corporation, 303 E. Ohio, Chicago, IL 60611.**

TENURE TRACK POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY.

The Department of Psychology of The Pennsylvania State University has a tenure-track opening for an industrial/organizational psychologist, beginning Fall 1990, to join the four current program faculty. The position is most likely to be filled at the beginning assistant professor level but candidates at other levels are encouraged to apply. Applications are welcomed from candidates with research and teaching interests in any area of industrial/organizational psychology. The position requires both undergraduate and graduate teaching, the supervision of graduate student research, and the development of a productive research program, including scholarly publication. (The Department also has open positions in Health Psychology and in Personality that could be filled by persons with primary interests in I/O Psychology. Contact the I/O Search Committee Chair for more information on these positions.) For all positions, we seek individuals with strong quantitative skills. Candidates should send an application letter, vita, three letters of reference, and reprints to: **Dr. Rick Jacobs, I/O Search Committee, Department of Psychology, Box E, Penn State University, University Park, PA 16802.** Deadline: December 1, 1989, or until a suitable candidate is found. Women and minorities are especially encouraged to apply. Penn State is an Affirmative Action/Equal Opportunity Employer.

DEPARTMENT OF PSYCHOLOGY—THE GEORGE WASHINGTON UNIVERSITY has several tenure-track openings for 90-91 at the assistant professor level. Candidates should have a strong grounding in theory and research, and commitment to excellence in teaching, supervising undergraduate and graduate students, and developing a program of research. 1) **Industrial/Organizational.** Especially interested in applicants who specialize in personnel selection; performance appraisal; and psychometrics. 2) **Applied Social or Industrial/Organizational.** Specialty area flexible, including areas such as social processes and cognition; social influence; quantitative methods and research design; preventive intervention; individual, group, or organizational development. Current department research activities focus on organizational behavior and effectiveness, health psychology, and cognitive psychology. Applicants who can contribute to one of those areas will be given strong preference. Applicants should submit a curriculum vita, a statement of research and teaching interests and qualifications, reprints or preprints of publications, and three letters of reference to: **Professor Robert D. Caplan, Search Committee, Department of Psychology, The**

George Washington University, Washington, DC 20052. All materials should be received by November 15, 1989. George Washington is an Equal Opportunity/Affirmative Action Employer.

MANAGEMENT CONSULTANT. Mercer Meidinger Hansen is seeking an experienced I-O Psychologist to join its Human Resource Management consulting group in Louisville, KY. The group provides consulting services to companies in a wide variety of HRM areas including surveys, selection systems, training, communications, performance management, reward systems, productivity and quality improvement, organizational development, and managing large scale change. Candidates should have a Ph.D. in I-O Psychology or a related discipline, a minimum of 3-5 years post-doctoral business experience in a human resource capacity, strong interpersonal and communication skills, good quantitative skills, and previous experience in external or internal consulting in the above mentioned areas. Salary is competitive and will be commensurate with experience. Mercer is a leading, worldwide consulting firm with offices in more than 100 cities and more than 6,000 employees. Qualified applicants are invited to send resume and salary history to: **Ronald H. Gross, Ph.D., Mercer, Inc., 1500 Meidinger Tower, Louisville, KY 40202.** Mercer, Inc., is an Equal Opportunity Employer.

MANAGEMENT CONSULTANT. The nation's oldest and leading network of company presidents is seeking Management Consultants or Organization Development experts for a half time position to facilitate ongoing consultation and developmental activities for CEO groups in: San Diego, Orange County, CA, Los Angeles, San Francisco, Portland, Seattle, Houston, Denver, Chicago, Cleveland, St. Louis, Nashville, Atlanta, Pittsburgh, Philadelphia, New York City, Long Island, Nevada, Washington, D.C., and Baltimore.

*10 years of Management Consulting or O.D. experience with top executives of Private Corporations.

*A Ph.D. in Industrial Psychology, Organizational Behavior, Organization Development or Management

*or an MBA with extensive consulting experience.

Please send resume plus photograph to: **Dr. Peter Gregg, The Executive Committee, 3737 Camino Del Rio South, Suite 206, San Diego, CA 92108.**

THE DEPARTMENT OF ORGANIZATIONAL BEHAVIOR of the New York State School of Industrial and Labor Relations, Cornell University, is seeking candidates for a permanent position beginning in September 1990. Position level is open. Salary is competitive and negotiable depending on qualifications.

Individuals applying for this position should have, or should expect to receive by date of appointment, a Ph.D. in Organizational Behavior, Industrial-Organizational Psychology, or Social Psychology. The Department wants to attract a person with demonstrated research interests and some teaching experience. The position is not limited to a particular set of topic areas, but preference will be given to candidates whose past research and future research interests center on the study of work and work relations in modern industrial society, and in particular, on the effects of work roles and tasks on organization members. Candidates' research should have relevance for the field of industrial relations. The use of all research methodologies are accepted and encouraged by the Department.

The customary teaching in the School of Industrial and Labor Relations is four courses per academic year. The undergraduate program enrolls about 650 students and leads to a B.S. degree. Our graduate program, in which about 120 students are enrolled, offers the Ph.D., as well as M.S. and MILR degrees.

Interested persons are encouraged to send a vita, reprints of published work, and at least three letters of reference to: **Tove H. Hammer, Chair, Department of Organizational Behavior, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14851-0952** by December 15, 1989. Cornell University is an Equal Employment Opportunity/Affirmative Action Employer.

PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. The Psychology Department of the University of South Florida seeks an eminent Industrial/Organizational psychologist. Applicants should have a strong research background, as well as considerable experience as a practitioner. Area of specialization is open, but candidates should have a commitment to scientist/practitioner model of training and strong interest in the training of graduate students. Candidates at both the Full Professor and at the Associate Professor rank will be considered.

The University of South Florida is a rapidly growing institution with over 30,000 students. The Psychology Department has 1,000 undergraduate majors and 150 graduate students. The Ph.D. program in industrial/organizational psychology has about 60 students and eight

faculty members. Reflecting the strong emphasis the Department places on research, all eight faculty are highly productive scholars. Salary for the position is competitive and negotiable, and applications are particularly encouraged from female and minority candidates. Employment would begin August, 1990, and the position is contingent on approval of funding. Individuals interested in this position should, by December 1, 1989, submit a vitae and the names of at least three people who could provide letters of reference. Send materials to **Dr. Edward L. Levine, Director, I/O Psychology Program, Department of Psychology, University of South Florida, Tampa, FL 33620.**

The University of South Florida is an affirmative action, equal opportunity employer.

POSITION: CONSULTING FIRM: I/O psychologist with expertise in personnel psychology and human resource systems. Tests and measurement skills essential. Statistical and computer skills desirable but not required. Experience in consulting settings desired but intern experience acceptable as a substitute. Position would include both general project management and specific project consulting activities. Clients include both private and public sector employers nationwide. Competitive salary/fringe benefits with provisions for performance bonuses. We will consider individuals at all levels of experience from recent Master's degree through established and experienced Ph.D. Send letter of interest and resume to: **Rick Jacobs, Landy, Jacobs and Associates, 300 South Burrowes Street, State College, PA 16801.**

ADVERTISE IN TIP

The **Industrial-Organizational Psychologist** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 2500 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4000 copies per issue.

Advertising may be purchased in **TIP** in units as large as two pages and as small as a half-page spread. In addition, "**Position Available**" ads can be obtained at a charge of \$50.00 per position. For information or placement of ads, write to **Rick Jacobs, Department of Psychology, 520 Moore Building, Penn State University, University Park, PA 16802.**

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