

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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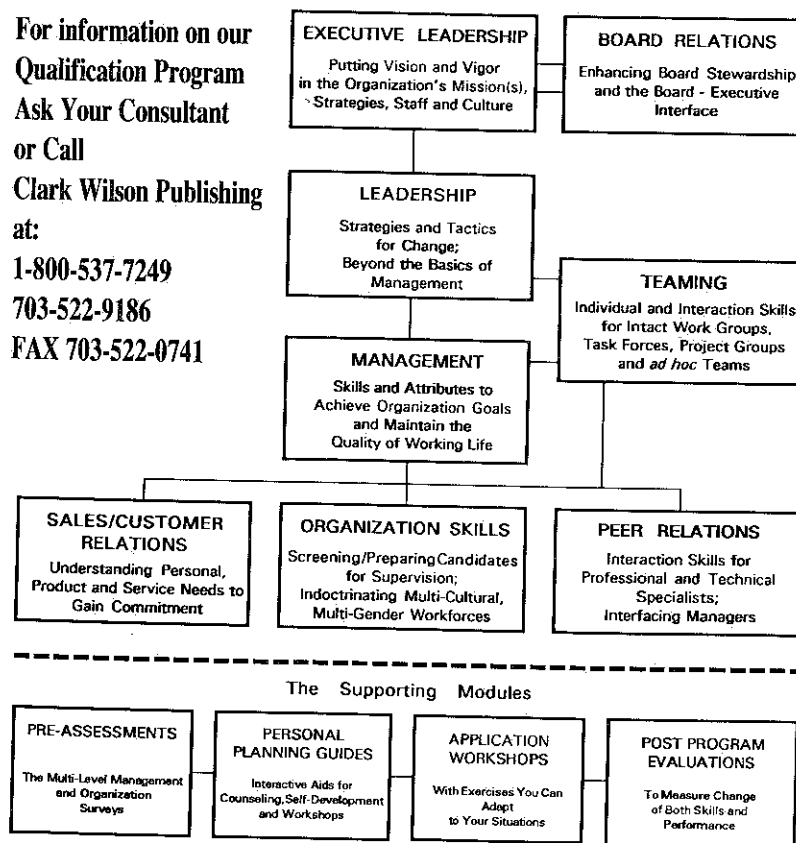
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*Comments by Tom Ramsay
Human Resources Psychologist*

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The Industrial-
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Vol. 27/No. 3

May, 1990

FEATURES

	Page
Industrial and Organizational Psychology Workshops	10
The Changing Roles of the Industrial/Organizational Psychologist: by Manuel London and Joseph L. Moses ..	17
Institutional and Individual Research Productivity in I/O Psychology During the 1980's by Edward L. Levine	27
Performance Appraisal in Industrial/Organizational Psychology by Donald D. Davis, Janet Barnes-Farrell and Eric Vanetti	31
National Research Agenda the Focus of APS Conference by Rich Klimoski	39
Eastern European Colleagues	41
Civil Rights Act of 1990 Proposed in Both House and Senate .	44
Quotas By Any Other Name ... by Charles Fried	45
A False 'Quota' Call by William T. Coleman, Jr.	46
The Four-cell Classification Table in Personnel Selection: A Heuristic Device Gone Awry by Scott L. Martin and William Terris	49
Court Rules on Assessment Center Case by Wayne Burroughs and David Cook, Jr.	57
Intelligence and its Relation to Job Performance: A Lesson from Winnie the Pooh and A Reply to McDaniel by Peter J. Snyder, William Stephen Silver and Thomas J. Margolis	63
Intelligence is not a Panacea in Personnel Selection by Allen Huffcutt	66
I/O Well Represented in APS and Its Convention Program by Ann Howard	69
Invitational Conference Planned on Applied Master's Training in Psychology by Bill Siegfried and Rosemary Lowe	71
Top 10 Things You Should Know About Doing Research in an Organization by Steven J. Robison	79
Structured Interviews Emerge: The New Technique of the 1990's? by Allen I. Huffcutt	83
A Challenge to I/O Psychology by Jack Feldman	85
A Kafkaesque Perspective of Goal Setting Theory by Alan M. Saks	87
I/O Psychology in the Year 2000—Future Shlock by Lawrence S. Kleiman	89
Connecticut Applied Psychology Association (CAPA) Formed Clearinghouse for Technical Reports and Other Unpublished Professional Documents by Theodore H. Rosen	93

DEPARTMENTS

A Message from Your President by Neal Schmitt	5
SIOP Calendar	70
lotas	75
Calls	91
Conferences and Meetings	95
Positions Available	101

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A Message from Your President

Neal Schmitt

As you know, this was a transition year in that we switched from our previous August to August SIOP schedule to an April to April schedule to coincide with our Annual Conference. It is perhaps customary to say that it seemed like a very short year; the 1989-1990 year was actually shorter by nearly four months. In many cases (e.g., Fellowship and Awards), however, we needed to accomplish the same tasks as would have been true with a full twelve months. Regardless of the time available, committee chairs and committee members have again contributed a tremendous amount of time and effort to the Society.

Various professional issues have continued to occupy our attention. At our January Executive Committee meeting, we approved a revision of the APA Model Licensing Act as a statement of our position on licensure. This position was drafted by Bob Boldt's Professional Affairs Committee. This is a strong statement of our feeling that most of the activities engaged in by I/O psychologists do not require licensure. At the same time, recognizing the reality of existing licensing practices, we have asked **Vicki Vandaveer** (State Affairs) and **Ron Downey** (Education and Training) to draft guidelines for those state boards who currently include requirements (or provision) for licensure of I/O psychologists. We are also exploring the possibility of some self-credentialing mechanism, perhaps as part of the ABPP procedure. On the Thursday before the SIOP conference, I have asked these four committee chairs to meet with a special panel on licensure issues (Irv Goldstein, Ann Howard, Bill Howell, Frank Landy, and myself) to finalize our statement on licensure, to discuss the statement on guidelines to licensing boards being drafted by Vicki Vandaveer and Ron Downey, to discuss the possibility of self-credentialing, and to discuss ways in which to publicize or disseminate our position on licensure. In the latter case, **Ann Howard** will be drafting a preamble to our position statement explaining the rationale and history underlying this statement. Obviously, we have high expectations for this meeting; we will be communicating our proposals and the results of this meeting in **TIP** and through other appropriate channels.

In January, **Bill Howell** and I attended a Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology hosted by the Department of Clinical and Health Psychology at the University of Florida-Gainesville. The organizers and those attending this conference were interested in reaffirming and restating the scientist-practitioner model of graduate education. Most of the participants were in health-care related subdisciplines of psychology, but I believe their final statement was one that can accommodate most, if not all, I/O Psychology graduate education programs. Very important to **Bill Howell** and me was a statement in the document they drafted that allowed for the possibility that "supervised field experiences normally called internships within the scientist-practitioner context are still evolving." Since these documents sometimes influence the licensing, accreditation, and credentialing process, we felt that it was important that we not be restricted to the one- or two-year internship requirements that are typical of the clinical psychology programs. We also believe that the coursework requirements suggested by this document are compatible with training in I/O Psychology. I do not know what ultimate impact this document will have, but there are definite plans to introduce it to various relevant APA boards and committees.

We have also been concerned with legislation being considered by the U.S. Congress which would seek to overturn recent Supreme Court decisions, including the *Wards Cove* decision. **Jim Sharf** has continued to forward documents on this legislation to me and **Ralph Alexander** who chairs a subcommittee of the Scientific Affairs committee. This subcommittee is charged with evaluating this legislation and making recommendations as to what position, if any, SIOP should take with respect to this proposed legislation. More information on this issue is contained elsewhere in this issue of **TIP**.

We have been equally active in our support of various scientific activities as well. **Wayne Camara**, who is the acting director of APA's Science Directorate, doubles as our Membership Committee Chair. Wayne has kept the Executive Committee informed of various APA efforts to promote scientific aspects of Psychology. In one of these efforts, APA, along with SIOP and Division 5 (Measurement and Evaluation), has supported a study of honesty testing. In January, **Frank Landy** and **Richard Klimoski** attended a meeting of representatives of various psychological organizations sponsored by APS. The purpose of this meeting was to set a research agenda for the behavioral sciences (a report on this meeting is also contained in this issue of **TIP**). Under the leadership of **Richard Klimoski**, the Scientific Affairs Committee is planning a mini-conference on team decision making. The conference would be co-sponsored by the U.S. Navy Training Systems Center, SIOP, and the

University of Maryland, and would hopefully result in some form of published proceedings. Watch for details regarding this activity in future issues of **TIP**.

As you are all aware, we have developed our own data base, conducted a membership survey and a salary survey, and moved the Society office from the University of Maryland to **Bill Macey's** offices in Arlington Heights, Illinois, during the past year. These activities and changes have imposed an unbelievable workload on a number of people. All of my interactions with our new administrative assistant, **Laura Little**, have led me to appreciate the competent and professional manner in which she has taken over this difficult job. **Ann Howard**, **Bill Macey**, and **Wayne Camara** have all been heavily involved in the processing of our Membership Survey and the development of our data base. **Wayne Camara** is directing the effort to develop our very first Membership Directory, and **Wayne Sorenson** and **Ann Durand** have directed the conduct, analyses, and reporting of our salary survey. The collection of our dues has also made our Treasurer's (**Manny London**) job much more complex than it was in the past. Clearly, the work done by these people in the past year should make our organization more self-sufficient and efficient in the future.

Mike Champion worked very hard in the face of dwindling submissions to put together an excellent program at the APA convention coming up in August in Boston. As you will see when the program is published, many of the papers that might have been included in a poster session were changed to oral paper presentations. One advantage of this format, I think, is the opportunity to hear the presenter describe the research they have conducted.

Kevin Ford had the task of evaluating and handling the much larger number of submissions to the SIOP Program Committee. As we moved to a three-day meeting with our business meeting and awards presentations and speeches at the Annual Conference, the SIOP Program Committee's work increased dramatically, and so did the work of the Society Conference Committee chaired by **Ron Johnson**. Along with **Linda Neider** (local arrangements) and **Dianna Stone** (registration), Ron has handled the many different requests we've made of the hotel in Miami as well as the many other details involved in planning the Conference with a great deal of patience and attention to detail. Much of the smooth running of our Society Annual Conference is a result of numerous phone calls and letters made by these people throughout the year. This year also **Don Davis** (Chair, External Affairs) has made a special effort to highlight certain program elements for the press. **Elliott Pursell** and the SIOP Workshop Committee are responsible for the excellent selection of workshops available at the Annual Conference. As workshop attendance

at the APA conference has declined, **Steve Doerflein** is currently working on a proposal to offer non-conference workshops in various cities.

Our two book series have been further enhanced under the able leadership of **Irv Goldstein** (Frontiers Series) and **Doug Bray** (Professional Practice Series). A contract was signed for the first volume of the Professional Practice Series with Guilford Publications. In the Frontiers Series, a volume on training was published in November, 1989; a volume on climate and culture is near completion; a volume on work and the family is being developed, and a contract for a volume on selection has just been signed.

Bill Balzer's Awards Committee was perhaps most affected by the change in our calendar year, but they did succeed in identifying three outstanding recipients of our Distinguished Scientific, Professional Contributions, and Service Awards. **Paul Sackett's** Fellowship committee nominated nine successful candidates for Society Fellowship.

This is the last year of **Marilyn Gowing's** service as our Secretary. During the past three years, Marilyn has arranged for all of our Executive Committee meetings, painstakingly prepared the minutes of those meetings, and handled dozens of other details. This is one of the Society's most demanding jobs and she has made it seem easy. The Long Range Planning Committee (**Richard Arvey, Susan Jackson, and Allen Kraut**) have provided valuable advice on licensing issues, the SIOP office, and a host of problems.

Finally, during the past year, **Steve Kozlowski** has assumed the editorship of **TIP**. If the first three issues prepared by Steve are any indication, **TIP** will continue its well deserved reputation as one of the best of the APA divisional newsletters.

These are some of the projects in which SIOP has been involved this past year. All committees have other more mundane tasks that are performed with no special notice. As the previous chair of several committees, I was aware of many of these activities, but this "year" as president has simply reaffirmed my impression that we are well served by a large number of volunteers. I certainly appreciated all of their work. I'd also like to take this opportunity to encourage everyone to be involved in the SIOP committee structure. Given our increasing independence as a society, there are a large number of meaningful ways in which to contribute to our discipline and to SIOP.

As chair of the Committee on Committees, **Lynn Offermann** has been helping **Frank Landy** decide on committee appointments for the next year. Most of the activities and problems the Society faces extend beyond the confines of one year. I am sure that with Frank's leadership, worthwhile activities will be continued and initiated and the problems we face will be addressed. I hope that he experiences the same incredible cooperation and hard work from his committees and chairs as have I.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS*

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

Thursday, August 9, 1990

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10

11

This workshop will be similar to previous workshops conducted on individual assessment by Silzer and Jeanneret, but will be focused strictly on personality assessment. Consideration will be given to the following topics:

- * Purposes and expectations for and value of personality assessment.
- * Basis for and techniques of personality measurement in the context of selection and development, including instruments, interpretations and reporting of information.
- * Specific applications such as screening for sensitive positions or development for executive roles.
- * Ethical and legal issues.

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

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

P. Richard Jeanneret is the Managing Principal of Jeanneret and Associates, Inc. He has over twenty years of management consulting experience since obtaining his Ph.D. in I/O psychology from Purdue University. He has provided psychological assessment services to a wide variety of client organizations, and has conducted several in-house and client-specific research studies of assessment instruments and procedures. He has utilized a number of personality measures in his assessment practice and has also investigated the use of personality tests for more traditional selection systems.

Coordinator: **John M. Larsen, Jr.**, Human Resources Analysts

Section 2 (Half Day) CREATING HIGH-PERFORMANCE TEAMS

Richard A. Guzzo
University of Maryland

Increasingly organizations are relying on teams to get work done. These teams take many forms, from permanent work groups to temporary task forces, and they appear at all levels. The effectiveness of such teams is an important ingredient in overall organizational success.

This workshop will address the conditions that enhance team effectiveness. Because the focus is on the management of the *context* in which groups work, the workshop does not deal with traditional team-building concerns of overcoming problematic relations among members.

The workshop begins with a brief look at the evolution of practice and theory regarding groups in organizations. Then, the creation of high-performance teams through the management of the organizational context is addressed. Issues include:

- * Incentive and reward practices
- * The role of leaders outside the team
- * Providing resources to teams
- * Inter-team relations and dependencies
- * Conditions that promote team-based efficacy.

The workshop is designed for people concerned with the application of theory and research to improve work group effectiveness. Specific examples of teams-in-context will be presented and discussed. Participants also will work together to diagnose organizational contexts and devise strategies for improving team effectiveness.

Richard A. Guzzo received his Ph.D. from Yale University in 1979. He was on the faculties of McGill University and New York University before joining the University of Maryland in 1989. He has published extensively on productivity improvement and group effectiveness and is a member of Campbell & Guzzo, Inc., a firm engaged in management research and consulting.

Coordinator: **Ira Kaplan**, Hofstra University

Section 3 (Half Day)
ASSESSMENT CENTER INNOVATIONS

John Binning
Illinois State University

Dick Hegeman
Private Consultant

The workshops will begin with a review of the developmental landmarks in the history of assessment centers. Landmarks such as the "failure" of trait-based prediction, Wernimont & Campbell's (1963) call for "content validity" will be examined as will the original models—OSS and AT&T.

Coverage of technical issues will include consideration of the logic of assessment and the prediction of managerial behavior; job analysis and the semantics of dimensionality, i.e., the logic of performance domains and alternative job taxonomies; and the validity of assessment decisions.

Exercise development, assessor training, procedures for scoring assessment exercises, the psychology of the data integration process and the feedback process are administrative aspects of assessment centers that will be probed.

Lastly, a research agenda for designing and validating assessment centers will be proposed and discussed. Aspects of this agenda will include:

- * Unconfounding interpersonal and cognitive dimensions (e.g., analysis in the in-basket versus oral fact finding, leadership in one-on-one versus group exercises)
- * Developing a process model of managerial performance for organizing dimensional issues
- * Identifying the "real" explanation for assessment center validity.

John F. Binning received his bachelors degree in psychology from Butler University, and his M.A. and Ph.D. in industrial-organizational psychology from the University of Akron. He is currently an associate professor of psychology at Illinois State University. He has been on the faculty at ISU for the past eight years.

In addition to presenting numerous papers and symposia at professional meetings, he has published research in journals such as *The Academy of Management Journal*, *Journal of Applied Psychology*, and *Organizational Behavior and Human Performance*. His research interests include cognitive and behavioral processes underlying employment interview decisions, assessment center decision making, validation of personnel decisions, performance appraisal processes, and heuristic determinants of leadership perceptions.

He has been a consultant to industry for the past ten years. He has

consulted with various manufacturing and service organizations on job analysis, first line and upper management selection, assessment center implementation, performance appraisal system development, and turn-over reduction strategies.

Richard J. Hegeman is a private consultant with ten years assessment center experience. He worked for AT&T in all areas of assessment center work from 1980 until his retirement. For the last eighteen months he has been a private consultant doing contract work in assessment center design and all aspects of implementation, e.g., job analysis, feedback. His clients include DDI, NYNEX and BellSouth.

Coordinator: **Harold A. Manger**, Lockheed Aeronautical Systems Company

Section 4 (Half Day)
PROCESS CONSULTATION

Edgar H. Schein
Massachusetts Institute of Technology

This workshop will explain the basic philosophy of helping that underlies the concept of process consultation. Different helping models will be described and illustrated. As part of the workshop participants will be given the opportunity to work on some real problems in problem solving trios using the process consultation techniques.

Edgar H. Schein is the Sloan Fellows Professor of Management in the Sloan School of Management at the Massachusetts Institute of Technology. He received his B.A. from the University of Chicago, his M.A. from Stanford University, and his Ph.D. in social psychology from Harvard University. Dr. Schein has published extensively, including such books as *Career Dynamics* (1978), *Organizational Psychology* (1980), *Organizational Culture and Leadership* (1985), *Career Anchors: Discovering Your Real Values* (1985), *Process Consultation, Volume II: Lessons for Managers and Consultants* (1987), and numerous journal articles. He is a Fellow of the American Psychological Association, the American Sociological Association, and the National Training Laboratories. He has been a management and organization development consultant to many corporations and foreign governments.

Coordinator: **Robert Smither**, Rollins College

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T10P-27(3) - May 1990

The Changing Roles of the Industrial/Organizational Psychologist: From Analyst/Technician to Change Agent/Strategist^{1,2}

**Manuel London
SUNY-Stony Brook**

**Joseph L. Moses
Applied Research Corp.**

Most of us are familiar with the trends that many organizations are encountering today. Organizations face economic pressures in an increasingly global and competitive environment. Mergers, acquisitions, divestitures, downsizing, cost-cutting, and re-organizing are now common experiences, although not necessarily welcomed by employees. In addition, technological advancements continue to bring changes in how and where work is done, which in turn alter the skills required of employees and the work demands placed on them. Organizations that face uncertain conditions need to be innovative in order to respond effectively. Moreover, individuals in these organizations face ambiguity and stress, and they need ways to enhance their effectiveness, their employment security, and their quality of work life.

To a great extent, industrial and organizational (I/O) psychology is about change—studying change and helping to make change happen smoothly and productively for individuals, groups, and organizations. I/O psychologists act as change agents to envision, communicate, design, plan, direct, champion, and/or facilitate change. They also refine the direction of change as well as evaluate the success of a change. As strategists, they focus on long-term direction. They help to envision the direction, set the course, communicate the plans, establish the implementation strategy, and guide the implementation.

This paper examines the multiple roles of the I/O psychologist as change agent and strategist. The range of I/O activities is outlined to determine the conditions under which change agent and strategist roles

¹This paper is based on an invited address given by the first author at the Annual Meeting of the American Psychological Association in New Orleans, August 1989.

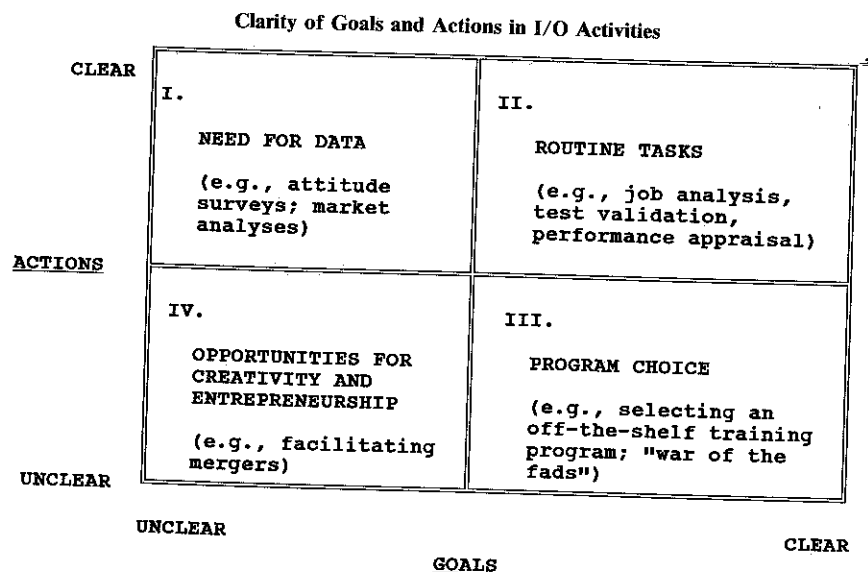
²The paper benefited from the input of Drs. Cary Cherniss, Barry Friedman, Miriam Graddick, James Herndon, Ann Howard, Andrew Imada, Joel Kleinman, Robert Lorenzo, John Rauchenberger, Richard Ritchie, Anthony Rucci, and William Schiemann. These experienced practitioners described examples of being a change agent and/or strategist and provided cited frustrations and barriers they encountered along the way.

occur. Characteristics of unsuccessful change efforts are considered in terms of the barriers and frustrations I/O psychologists sometimes face.³ Stages of frame breaking change are described to understand the roles of the I/O psychologist and factors that contribute to the I/O psychologist's success as change agent and strategist. A new model is then introduced for categorizing these change agent/strategist roles and for determining characteristics I/O psychologists need to be successful in the future.

Categorizing I/O Activities

Figure 1 adapts a two-dimensional model from Thompson (1967) to categorize the range of goals and actions of I/O activities. In the model, goals and actions vary along continua from clear to unclear. Quadrant I represents the I/O psychologist as *analyst*. Here the goals are unclear (or uncertain), yet there are one or more clear action steps readily available for analyzing and diagnosing the situation. This involves the processes of data collection, feedback, and analysis as a basis for determining needed actions. The I/O psychologist may engender commitment to these efforts by involving others in survey design, feedback discussions, and reaching consensus on the meaning of the data.

FIGURE 1:



³See Taylor (1987) for a more in-depth discussion of stages of change, and see Ottaway (1986) for an outline of multiple change agent roles.

Quadrant II represents the I/O psychologist as *technical expert*. Here both the goals and actions are clear. This involves the processes of implementing fairly standard technologies, such as job analysis, test development and validation, performance appraisal, job design, and so forth. Expertise and experience are necessary to apply the tools well.

In quadrant III, the goals are clear (e.g., there is a need for a performance appraisal system). However, several methods can be applied (e.g., behaviorally anchored rating scales or one of a number of other acceptable appraisal methods—each of which may have its pros and cons, but there is no single "right" method). This is the process of selecting a program or policy. Which one is chosen will depend on expert judgment and preference. This quadrant represents the I/O psychologist as *salesperson*. The method chosen is influenced by the psychologist's power base (e.g., reputation as an expert or position in the organization) and by the psychologist's persuasiveness and negotiation skills. Some I/O psychologists have definite preferences for one technique over another, and in fact, may make a living as an external consultant selling a particular product or method.

Quadrants I through III all depict incremental change. That is, the change is relatively slow and not pervasive in that it affects one or several elements of the organization, not the entire organization in many different ways.

Quadrant IV encompasses frame breaking change. Here the goals and methods are unclear, and the I/O psychologist has an opportunity to be a *change agent* and *strategist*. This involves the processes of charting new territory, being creative, and being an entrepreneur. Consider some examples of frame breaking change:

- developing a global human resource strategy to identify and forecast the firm's need for different skills and abilities in numerous locations across the world, and to formulate a plan for employee selection, development, retention, and movement
- in another firm concerned about globalization, designing a career development program for expatriates and a corporate socialization program for in-country nationals
- determining plans to meet human resources needs in the face of changing demographics—a simultaneous glut of employees facing a career plateau, a shortage of entry level job seekers, and an increasingly heterogeneous work force (specifically, more minorities and older workers)
- implementing new technologies that change work demands, skill requirements, reporting relationships, work locations, and the numbers of employees needed
- facilitating an organizational change (merger, acquisition, or

divestiture) that requires determining the required number and types of people, and implementing a process to involve employees in designing jobs and departmental structures and in making choices about their own careers

- redesigning the personnel department to serve a changing organization (e.g., deciding what HR functions should be centralized and decentralized) and developing new HR functions (such as HR forecasting and planning) to meet the organization's future needs.

I/O psychologists share involvement in these types of change efforts with other HR professionals and with executives and generalist managers who happen to be in HR positions at the time of the change. Also, input may be sought from managers in other departments who are served by the human resource function. However, I/O psychologists bring some unique skills and background to organizational change efforts. These include analytic and quantitative skills, an interactionist perspective (recognizing the potential joint effects of individual characteristics and environmental conditions), a concern for both the organization and the employee, an integrated/systemic perspective (recognizing relationships between selection, development, appraisal, compensation, career planning, and leadership to name a few areas of I/O concern), and a macro and micro focus (realizing how individual behavior influences organizational productivity and effectiveness). In addition, I/O psychologists are sensitive to cost effectiveness. They are concerned about ensuring that needs have been identified before implementing a program. In addition, they have a comparative mindset, with tools for establishing the incremental validity and the utility of one process or program compared to another.

The involvement of I/O psychologists in major organizational changes indicates that we are being asked to do more than standard I/O activities. As human resources are increasingly viewed as a critical resource to organizational competitiveness, we are being called on to participate in the mainstream of our organizations.

Frustrations and Barriers

While the roles and spheres of influence of I/O psychologists are broadening, working on major change efforts is not always a smooth and rewarding experience. Here are some of the problems I/O psychologists encounter when they participate in a major change effort:

- Managers have unrealistic expectations of what can be accomplished in a given time frame. It is hard to do a quality job with executives demanding, "We need it now!" Some executives assume that psychologists have all the answers readily accessible.

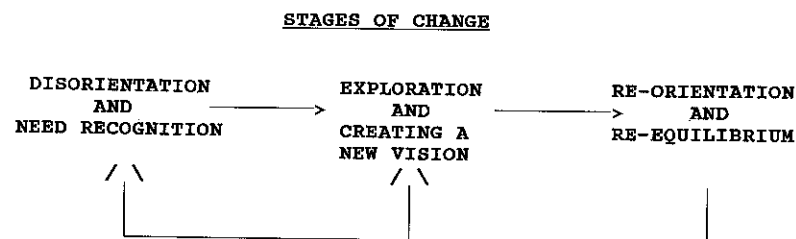
- Executives' solutions precede problem analysis. For instance, the boss has a pet program, perhaps one that was used by a colleague or one that was described in a popular book or during a dynamic lecture. Moreover, the executive may have the implicit belief that anyone can be an I/O psychologist or at least a human resource professional. After all, managers trained as generalists may be in key human resources jobs.
- There is limited commitment to human resources policies and programs. Employees may be the last to be considered in an organizational change. In addition, human resource initiatives may be the first to be cut in a budget crunch.
- I/O psychologists feel a lack of power because of their position in the organization's hierarchy and/or they lack experience and contacts in other parts of the organization.
- The I/O psychologist's motivation is low because of limited career opportunities in the organization, or because of any of the above factors. In general, I/O psychologists, especially those who are internal ("in-house"), may not have the authority they would like because they know, and identify more closely with, the profession than the organization.

These frustrations and barriers are not an exhaustive list of all possible problems, but they do represent some common experiences. To consider what it takes to be a successful change agent and strategist, the next section considers the different roles of the I/O psychologist at different stages of frame breaking change.

Stages of Change

Figure 2 portrays a simplified, three stage change model. The arrows indicate that this is a sequential and iterative process with the potential for multiple cycles.³ Nevertheless, it is useful to examine each stage separately.

FIGURE 2:
The Roles of the I/O Psychologist at Different Stages of Frame Breaking Change



Disorientation and need recognition (Stage 1) may stem from several sources, for instance, an internal decision to close a facility or external conditions such as an economic downturn or the entry of a new competitor into the market. Managers and I/O psychologists may sense a problem, perhaps based on information from a trusted peer. A feeling of disorientation and the recognition that change is needed will be stronger the clearer and more consistent the message, and the higher managers' or psychologists' insight, need for change, and self-confidence (and inversely, the lower their resistance to change). Possible roles of the I/O psychologist as a change agent during the disorientation and need recognition stage are to be a *communicator* (directing attention, interpreting, explaining, and convincing others by using clear professional language uncluttered with professional jargon), an *orchestrator* (demonstrating a problem and formulating a solution), a *role model* (recognizing the need for change in the human resources department and orchestrating the change), and an *analyst* (providing quantitative analysis or clinical assistance—for instance, helping top managers to overcome defensiveness).

The second stage, exploration and creating a new vision, entails helping managers to formulate long-term strategy (which may mean foregoing immediate return), communicate the need (addressing employee anxiety and creating opportunities for frequent and open communication), and involve others (for example, in collecting information, generating alternative desired outcomes, and agreeing on desired outcomes). Also in this stage, the I/O psychologist may design implementation plans (recognizing the importance of human resources to accomplishing organizational objectives). A good example of Stage 2 is the I/O psychologist participating with a team of other HR professionals and senior managers to establish a mission for the human resource function in support of new organizational initiatives. Another activity is participating as a partner with executives in establishing a new direction for the organization and highlighting the need for supporting employee selection and development procedures. Possible roles for the I/O psychologist in creating a new vision include being a *listener*, a *facilitator* (establishing and clarifying mutual expectations), an *educator* (presenting facts and reasons for possible actions), *informant* (telling top managers what other organizations have done under similar circumstances), an *advisor*, a *technical expert*, a *partner*, and a *leader* (championing an innovation or emphasizing the contribution of employees to the new mission of the organization).

The third stage of change, re-orientation and re-equilibrium, involves implementing solutions, calibrating progress, adjusting course when necessary, conducting cost effectiveness analyses, and maintaining en-

thusiasm. Possible roles for the I/O psychologist include being an *action researcher*, an *organizer* (helping individuals to agree on roles, clarify accountability, and establish service contracts), a *source of feedback*, and an *evangelist* (spreading "the word" and keeping people "on board"). The I/O psychologist needs to be flexible—attending to day-to-day operational (i.e., tactical) issues of program implementation while maintaining sight of the long-term strategies and objectives.

To summarize, being a strategist and change agent means taking a broad role in the organization. The I/O psychologist must stretch beyond the roles of functional expert, analyst, and salesperson to be a *manager*, *team builder*, *consultant*, *team player*, and *visionary*, to name a few of our expanded activities. We must also be ready to "give psychology away" (to use Doug Bray's phrase) by communicating, educating, and helping others provide needed support.

Challenges for the Future

The possible roles for the I/O psychologist at different stages of change pose a number of challenges. Each of us will have to grapple with the following questions:

- How do we *champion new ideas* and gain acceptance for them and for us?
- How do we *manage the risks* of being on (or in front of) the cutting edge of our field as a maverick or champion?
- How do we express and *gain support* for new ideas in a setting that resists change?
- How do we establish and *foster sources of power*? Is it better to be a respected expert or a power broker? . . . or can one be both?
- How do we become a player in the organization's strategy setting team as a *partner with key managers*?
- How do we *balance the multiple and often conflicting roles* of scientist, practitioner, manager, and leader?

The "right stuff." Building on concepts of career motivation (London, 1985; London & Bray, 1984), we might conjecture that the I/O psychologist can benefit from having *career resilience*, *insight*, and *identity*. Resilience refers to self-control, self-confidence, belief in oneself, the desire to achieve, and the willingness to take risks. This is supported by an environment that rewards creativity, achievement, and risk taking. Insight refers to understanding one's strengths and weaknesses, seeking performance feedback, correctly perceiving the social and political environment, and continuously learning. Insight is supported by opportunities for communication, feedback development, and new job experiences. Identity may take multiple forms—identifying oneself as a psychologist, an HR expert, a manager, an organizational member,

and/or a proponent for a specific method, instrument, or program. Identity is supported by opportunities to practice and experiment as well as by chances for advancement and for lateral job moves into meaningful assignments.

Unfortunately, organizations are not uniformly supportive of I/O and human resources initiatives, especially during times of uncertainty and change. Consequently, we should work within the profession to obtain what we need to be effective in the future. Here are some things that will help—and as such, these items form a future agenda for I/O research and practice:

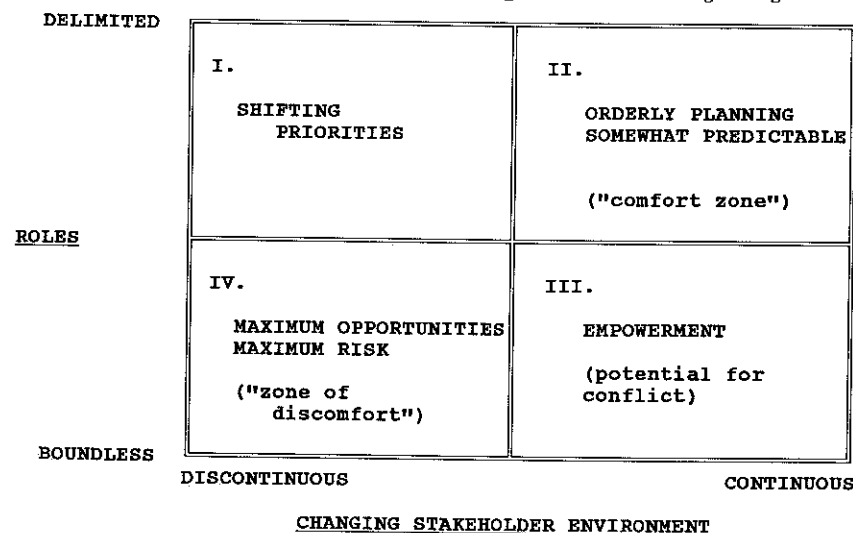
- More comparative research across organizations and across cultures (to understand global corporate strategy).
- Ways to benefit from qualitative as well as quantitative data (to systematically learn from our experiences as well as our formal research endeavors).
- A better handle on what makes organizations respond to basic research findings (e.g., data on the type of people who are most successful in certain situations).
- Experience in different organizations in light of the diversity of organizational problems and change efforts I/O psychologists are likely to face. (This poses a challenge for graduate programs to ensure that students understand organizational differences, and have a chance to do an internship or practicum in more than one organization.)
- A recognition that human resource initiatives (e.g., methods for downsizing an organization) communicate and establish organizational values and as such have a long term impact on the dedication of employees to their work and to the organization.

In addition, I/O psychologists should be proactive in designing the future of our profession. Indeed, the behaviors that help I/O psychologists contribute to successful organizational change also apply to the development of I/O psychology. For example, we should be responsive to the multiple constituencies within our profession (including scientists and practitioners, and within these groups, people who have different specialties). We should develop partnerships between scientists and practitioners who both have responsibilities to communicate and debate new directions in the field, seek ways to apply research findings, and stay abreast of current trends. Moreover, we should recognize how our operational plans (e.g., decisions to generate guidelines for professional practice that might be formulated by SIOP) influence the strategic direction of the field. For instance, formal definitions of I/O psychology may establish the uniqueness of I/O psychology yet limit the breadth of our practice.

Toward a New Model of the I/O Psychologist's Role in Frame Breaking Change

Figure 3 provides a way to categorize critical elements of frame breaking change (Quadrant IV of Figure 1). Instead of actions or methods, we are concerned about *roles*, which range from *delimited* (specific and assigned) to *boundless* (flexible with the potential for reconfiguration to suit needs—as in a matrix organization). Instead of goals, we are concerned about the *changing stakeholder environment*, recognizing the likelihood of multiple simultaneous goals and clients. This continuum ranges from *continuous* (which recognizes the fluidity in an organization but which supposes movement in a definite direction, such as growth in size or increasing strength of a core business) to *discontinuous* (where directions are likely to shift and almost anything is possible).

FIGURE 3:
A New Model: The Role of the I/O Psychologist in Frame Breaking Change



All quadrants in this model provide chances for creativity, innovation, experimentation, and customization. However, the quadrants are differentiated by the uncertainty and demands they impose on the change agent. Quadrant I is the case where roles are delimited yet change is discontinuous. Here priorities are constantly shifting. Quadrant II is the "comfort zone." I/O psychologists have designated roles, and the organization is moving in a discernible direction. Here planning can be orderly and events reasonably predictable. Quadrant III empowers the I/O psychologist to take action. The direction/evolution of the organiza-

T10P-27(3)-May, 1990

Institutional and Individual Research Productivity in I/O Psychology During the 1980's

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tion is clear, and roles and organizational structure can be altered as needed. The most unsettling situation, the "zone of discomfort," is the case where change is discontinuous and roles are boundless (Quadrant IV). However, this situation also provides maximum opportunities for the I/O psychologist to take risks and do what seems to be necessary. Strong resilience, insight, and identity are valuable here to be vigilant, responsive to clients, sensitive to timing (e.g., when it is prudent to make a suggestion or raise an issue), willing to establish co-researcher and partnership relationships (sharing the glory and the risk), and ready to communicate frequently and openly.

Conclusion

I/O psychologists are expected to know more and do more today than ever before. At very least, we need to understand the organizations in which they operate (to "know the business" rather than "give the business"). Being successful as a change agent and strategist poses challenges for the initial training of I/O psychologists as well as for continuing education—to ensure we develop a rich understanding of contemporary organizational phenomena. Finally, we should all be thinking about ways to enhance our effectiveness in relation to the changing needs of the organizations in which we work, recognizing the stages of change and the roles we play in each stage. Moreover, we should take advantage of opportunities to structure our own jobs, set goals, and initiate change to the benefit of the organization and its employees.

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Now that the decade of the 1980's is behind us, I was interested in learning how institutions and individuals compared in their research contributions to the field of industrial/organizational psychology during the decade. Howard, Maxwell, Berra & Sternitzke (1985) made a case for the number of papers published in the *Journal of Applied Psychology* as a useful standard. Their point is corroborated both by the high rejection rate associated with *JAP*, and its high ranking among journals of psychiatry and psychology in mean number of citations per published article. Data reported in the *American Psychologist* (1989, page 738) revealed that *JAP* was ninth among 56 journals in citation rate.

As a result, data were collected based on a simple count of numbers of papers appearing in *JAP* from 1980-1989. Each author and institution for single-authored papers was given credit. For multiple-authored papers, each author received a credit, and each *separate* institution received a credit. If two or more authors were affiliated with the same institution, the institution received only a single credit. Distinctions were not drawn among notes, articles and monographs.¹

Results for institutions appear in Table 1. Of the 377 institutions in 17 different nations receiving publication credit, only the top 28 ranked are listed with the number of papers to their credit. Because of ties, 33 are listed. Once past the top five, differences in numbers of papers between ranks became quite small. We also looked at productivity by nation. After the United States, which was clearly first, came Canada, Israel, Australia and England. Consistent with recent trends virtually all listed institutions are academic with the exception of the U.S. Office of Personnel Management.

Results for individuals appear in Table 2. Of the 1,383 authors receiving publication credit, only the top 28 ranked are listed with the number of papers they published. Because of ties, 45 individuals appear on the list. Although affiliations are not listed for authors, it should be clear that the data in Tables 1 and 2 are related. Another interesting aspect of the data on individuals is that the vast majority of authors in *JAP* appeared only once (73%). An additional 15% had two papers.

¹Paul Spector assisted with the data analysis.

Any index of scholarly productivity both for individuals and institutions is undoubtedly flawed in some way. Nevertheless, I hope that these data might be of use.

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TABLE 1

List of Institutions Ranked by Number of Papers Published in JAP from 1980 to 1989

Institution	Absolute Rank	Category Rank	Number of Papers
Michigan State University	1	1	46
University of Houston	2	2	36
University of Illinois, Urbana-Cham.	3	3	31
Ohio State University	4	4	29
University of Minnesota	5	5	27
Bowling Green State University	6	6	22
New York University	6	6	22
University of Maryland	8	7	21
Purdue University	9	8	20
University of Akron	10	9	19
Georgia Institute of Technology	10	9	19
University of Iowa	12	10	18
University of South Florida	12	10	18
Texas A&M	12	10	18
University of Washington	12	10	18
Tel Aviv University	16	11	16
Colorado State University	17	12	15
Pennsylvania State University	17	12	15
Virginia Polytechnic	17	12	15
Cornell University	20	13	14
Rice University	20	13	14
University of South Carolina	20	13	14
Louisiana State University	23	14	13
University of California, Berkeley	24	15	12
University of Cincinnati	24	15	12
University of Notre Dame	24	15	12
University of Tennessee	24	15	12
University of Kansas	28	16	11
State University of New York, Buffalo	28	16	11
University of Southern California	28	16	11
U.S. Office Personnel Management	28	16	11
Wayne State University	28	16	11
University of Western Ontario	28	16	11

TABLE 2

List of Individuals Ranked by Number of Papers Published in JAP from 1980 to 1989

Individual	Absolute Rank	Category Rank	Number of Papers
Schmidt, F. L.	1	1	16
Hunter, J. E.	2	2	15
Murphy, K. R.	3	3	14
Drasgow, F.	4	4	10
Lord, R. G.	5	5	9
Osburn, H. G.	5	5	9
Sackett, P. R.	5	5	9
Alexander, R. A.	8	6	8
Burke, M. J.	8	6	8
Hulin, C. L.	8	6	8
James, L. R.	8	6	8
Schmitt, N.	8	6	8
Barrett, G. V.	13	7	7
Callender, J. C.	13	7	7
Graen, G. B.	13	7	7
Hollenbeck, J. R.	13	7	7
Spector, P. E.	13	7	7
Wells, G. L.	13	7	7
Arvey, R. D.	19	8	6
Bobko, P.	19	8	6
Cardy, R. L.	19	8	6
Cascio, W. F.	19	8	6
DeNisi, A. S.	19	8	6
Komaki, J.	19	8	6
Locke, E. A.	19	8	6
Phillips, J. S.	19	8	6
Raju, N. S.	19	8	6
Balzer, W. K.	28	9	5
Baron, R. A.	28	9	5
Earley, P. C.	28	9	5
Guion, R. M.	28	9	5
Harvey, R. J.	28	9	5
Kozlowski, S. W. J.	28	9	5
Latham, G. P.	28	9	5
Levine, E. L.	28	9	5
Liden, R. C.	28	9	5
Maxwell, S. E.	28	9	5
Meglino, B. M.	28	9	5
Motowidlo, S. J.	28	9	5
Muchinsky, P. M.	28	9	5
Pearlman, K.	28	9	5
Pulakos, E. D.	28	9	5
Smither, J. W.	28	9	5
Tetrick, L. E.	28	9	5
Vecchio, R. P.	28	9	5

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Performance Appraisal in Industrial/Organizational Psychology and Organization Behavior Graduate Programs

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For more than sixty years applied psychologists have attempted to develop techniques for measuring employee work performance and have conducted an enormous amount of research in an attempt to improve the performance appraisal process. Landy and Farr (1983) describe some of the many purposes for which performance appraisals may be used. Information about work performance can be used to make decisions regarding promotion, retention, compensation, and transfer. Performance information can also be used to develop employees and assist in their career planning and preparation. Furthermore, industrial/organizational psychologists have argued powerfully and persuasively that performance appraisal information can significantly improve organizational performance (Latham & Wexley, 1981). Widespread use of performance appraisal information offers tacit evidence for its acceptance and value among public- and private-sector organizations.

The applicability and use of performance appraisal information in other settings such as graduate training programs is not well documented. Student performance has traditionally been measured by reliance on course grades, with the grade point average representing overall performance. Reliance on grades is inadequate for assessing graduate student performance because of the diversity of skills which must be learned. More sophisticated methods are needed instead to measure performance. One would expect that many of the methods for appraising performance in work organizations could be useful for measuring graduate student performance. Unfortunately, the extent to

Author's Note: This survey was conducted by the Education and Training Committee in 1987. We are grateful to Todd Baker, Wanda Campbell, and Coleen Thornton for their assistance.

which these techniques actually are used to measure graduate student performance is unknown. Of particular interest is the use of these performance appraisal methods by those who study them—professionals in industrial/organizational psychology and organization behavior (OB).

The Education and Training Committee of the Society for Industrial and Organizational Psychology conducted a survey of all industrial/organizational psychology and organization behavior graduate programs in the United States to discover performance appraisal practices in these programs. The study described here represents, to our knowledge, the first attempt to examine the performance appraisal activities of graduate programs in industrial/organizational psychology and organization behavior. The results of the survey reveal that only a fraction of graduate programs measure student performance in a systematic and standardized fashion. Current practices are shown to be inconsistent with the ideals of industrial/organizational psychology and organization behavior.

Sample and Survey Procedures

A 17-item questionnaire, to be completed anonymously, was mailed to the directors of all masters and doctoral training programs listed in the Guide to Graduate Training Programs in Industrial/Organizational Psychology and Organization Behavior (Society for Industrial and Organizational Psychology, 1986). These programs included 45 Ph.D./Psy.D. and 22 M.A./M.S. programs located in psychology departments, and 37 Ph.D./D.B.A. programs located in business schools or departments other than psychology. Thus the total population of programs was 104. Respondents from 70 programs returned questionnaires for a total response rate of 67.3%.

The response rates for programs located in psychology departments ($n = 46$, 68.7% response rate) and those located in business schools or other non-psychology departments ($n = 23$, 62.2% response rate) were similar, reducing the likelihood of response bias deriving from location of training program.

Fifty-eight of 82 doctoral-level programs returned questionnaires (70.7% response rate). Eleven of 22 masters-level programs returned questionnaires (50% response rate). One respondent did not specify the highest degree offered by his/her program. The greater likelihood of response from doctoral-level programs suggests the possibility of some response bias associated with the highest degree offered by the sampled program.

Current Practices

Form of Assessment

Ninety percent of all respondents stated that they assess student progress in some way (see Table 1). Assessment is more common among doctoral-level programs in psychology and business than among terminal masters degree programs ($\chi^2 (3, N = 69) = 20.58, p < .001$).

The form of appraisal varies substantially. Only 26.6% of the respondents use any type of standardized appraisal form. Use of standardized appraisal forms is more common in doctoral-level programs in psychology ($\chi^2 (3, N = 69) = 8.93, p < .03$).

Assessment formats also vary among respondents reporting that they do *not* use any standardized performance appraisal instruments. Most frequently cited were informal faculty discussion of student performance (29.5%), matching against objective criteria such as grades (25.0%), or matching against some combination of objective and subjective criteria (11.4%). There were no differences between masters-level and doctoral-level programs or between programs located in psychology and business departments.

TABLE 1

Current Performance Appraisal Practices		
	% Yes	% No
<i>Form of assessment</i>		
Currently assess student progress	90.0	10.0
Use standardized appraisal form	26.6	73.4
a. Informal faculty discussion of student performance		(29.5)*
b. Objective criteria (i.e., grades)		(25.0)*
c. Objective & subjective criteria		(11.4)*
Assessment varies w/student's level in program	17.2	82.8
Assessment criteria vary w/level in program	48.0	52.0
<i>Administration characteristics</i>		
Who appraises student performance?		
a. Student's major advisor	76.7	23.3
b. Student's advisory committee	40.0	60.0
c. All I/O or OB faculty	68.3	31.7
d. Graduate program director	38.3	61.7
e. Self-appraisal	16.7	83.3
Frequency of appraisal		
a. Annually	58.2	41.8
b. End of each semester	15.0	85.0
c. Twice per year	9.1	90.0
Performance feedback		
a. Is feedback provided?	82.8	17.2
b. Verbal feedback	89.7	10.3
c. Written feedback	58.6	41.4

*Percentage of graduate programs that responded no.

Assessment of students varies across different levels within the same program in 17.2% of the sampled programs. Advanced graduate students are typically assessed in different ways. In some cases advanced students are not evaluated; once they perform well during their early graduate training, they are generally ignored except by their major professors.

Administration of Performance Appraisal

Administrative characteristics of the appraisal systems described by responding programs are also summarized in Table 1. Each respondent was asked to report who appraises student performance. In descending order of frequency, the following raters were used to appraise student performance: students' major advisor, all I/O or OB faculty, members of students' advisory committee, graduate program director, and self. There were no differences in type of rater across type of graduate program.

Student evaluation is conducted most frequently once per year (58.2% of programs). Another 15 percent of the programs evaluate students at the end of each semester. Others (9.1%) evaluate students twice per year. Other frequencies cited include: three times the first year, and annually after that; every two years; four to five times per year; after completion of each stage of the program; twice during the program.

Feedback regarding performance is provided to students in most programs. Feedback is usually verbal. A little more than half of the programs also provide written feedback to their students.

In most programs providing feedback (76.7%), the student's major advisor provides the feedback. In about one-third of the programs (38.3%), the graduate program director provides feedback. There were no differences across type of graduate program for any of the feedback characteristics.

Uses of Performance Appraisal Ratings

Respondents were also asked to report how they use the performance appraisal information they collect (see Table 2). These uses include: student development (81.2%), assignment of research assistantships (27.5%), assignment of teaching assistantships (40.6%), assignment of other financial aid awards (24.6%), decisions regarding acceptance into the doctoral program (16.9%), and determination of wages (2.9%).

Criteria for Success

Criteria Actually Measured

The criteria for success vary across different levels in almost half

TABLE 2

Uses of Performance Appraisal Ratings		
	% Yes	% No
<i>Uses of ratings</i>		
Student development	81.2	18.8
Assignment of research assistantships	27.5	72.5
Assignment of teaching assistantships	40.6	59.4
Other financial aid awards	24.6	75.4
Doctoral program acceptance decisions	16.9*	83.1*
Determination of wages	2.9	97.1

*Percentage of doctoral programs that responded Yes/No.

(48%) of the responding programs. Criteria for success typically stress research performance as students progress through their training. Greater emphasis is placed on research, publication, and internship in about half of the doctoral programs in psychology and business. The remaining programs stress the same criteria for performance throughout graduate training.

Respondents stated that they explicitly measure the following aspects of graduate student performance (see Table 3): classroom performance, quantitative/research methods skills, written communication skills, ability to interact effectively with faculty and peers, quality of research activity, quantity of research activity, performance of assistantship

TABLE 3

Criteria for Student Success		
	% Yes	% No
<i>Aspects of student performance explicitly measured</i>		
Classroom performance	63.3	36.7
Quantitative/research methods skills	37.5	62.5
Written communication skills	36.7	63.3
Ability to interact w/faculty & peers	36.1	63.9
Quality of research	38.5	61.5
Quantity of research	43.8	56.2
Performance of assistantship duties	47.2	52.8
Outside professional activities	37.5	62.5
Rate in progress in program	55.2	44.8
<i>Aspects of student performance which should be measured</i>		
Classroom performance	85.7	14.3
Quantitative/research skills	68.6	31.4
Written communication skills	70.0	30.0
Ability to interact w/faculty & peers	51.4	48.6
Quality of research	75.4	24.6
Quantity of research	46.4	53.6
Performance of assistantship duties	75.7	24.3
Outside professional activities	22.9	77.1
Rate of progress in program	82.9	17.1

duties, outside professional activities and rate of progress in the program. There were no differences across responding programs for appraisal of these aspects of student performance.

Ideal Practices

Respondents were next asked to state which aspects of student performance *should* be measured. They recommended the following aspects (see Table 3): classroom performance, quantitative/research method skills, written communication skills, ability to interact effectively with faculty and peers, quality of research activity, quantity of research activity, performance of assistantship duties, outside professional activities, and rate of progress in the program.

Beliefs about aspects of student performance which should be assessed varies across programs only for 1) ability to interact effectively with peers and faculty and 2) quantity of research activity. In the first case, a majority of respondents from master level programs and all respondents from doctoral-level programs located in departments other than psychology or business believe that interpersonal skills are not important ($\chi^2 (3, N = 69) = 9.22, p < .02$). In contrast, 64% of respondents from doctoral programs in psychology departments and 47% of respondents from doctoral training programs in business schools believe these skills are important. Furthermore, all respondents from masters-level programs and 83.3% of respondents from departments other than psychology or business believe that quantity of research activity is not an important aspect of student performance. On the other hand, 63% of psychology programs and 41% of business programs believe this aspect of student performance should be assessed.

Ideal Versus Actual Practices

Finally, we examined the difference between what respondents stated *should* be assessed and what they *actually* assessed—the difference between what programs say is important and what they actually do. Only responses from doctoral programs in industrial/organizational psychology and business were analyzed because of the small number of respondents in other categories. Among industrial/organizational psychology doctoral programs the following significant differences were discovered ($\chi^2 (1, N = 36)$). Percentages in parentheses represent those psychology programs which said this aspect of performance is important and actually measure it (see Table 4): classroom performance (68.8%); quantitative and research methods skills (44%); written communication skills (42.3%); ability to interact effectively with faculty and peers (39.1%); quality of research activity (48.3%); quantity of research activity (47.8%); performance of assistantship duties (53.3%); outside profes-

sional activities (45.5%); rate of progress in the program (66.7%).

Significant differences ($\chi^2 (1, N = 17)$) between ideal and actual practices were observed among organization behavior graduate programs for the following aspects of performance: classroom performance (61.5%); ability to interact effectively with faculty and peers (37.5%); performance of assistantship duties (45.5%).

TABLE 4

Ideal Versus Actual Practices		
	Percent of ^a Respondents in Psychology Departments	Percent of ^a Respondents in Business Departments
Facets of performance		
Classroom performance	68.8**	61.5*
Quantitative/research skills	44.0**	18.2
Written communication skills	42.3*	16.7
Ability to interact w/faculty & peers	39.1**	37.5*
Quality of research	48.3*	33.3
Quantity of research	47.8**	28.6
Performance of assistantship duties	53.3*	45.5*
Outside professional activities	45.5***	00.0
Rate of progress in program	66.7*	46.1

^aThis value represents the percentage of programs which stated that the given aspect of performance is important *and* actually measure it.

Chi-square tests:

* $p < .05$

** $p < .01$

*** $p < .001$

Discussion

The performance appraisal practices of graduate programs in industrial/organizational psychology and organization behavior are extremely varied. Although most programs assess student performance, standardized instruments are used by only about one-quarter of all programs, mostly in doctoral-level, industrial/organizational psychology programs. Reliance on the subjective judgment of the student's advisor, program director or department head is the dominant assessment practice. Course grades are also considered.

Appraisal emphasis changes as students progress through their training. Coursework is stressed during the first years of graduate training, while research performance is emphasized during the more advanced stages of graduate training. Of the performance dimensions surveyed, classroom performance was assessed by the largest number of programs. This is probably due to expediency and ease of measurement. More difficult to measure performance dimensions such as quality and quantity of research activity and written communication are assessed less often,

although they are frequently cited as essential skills. Research was emphasized most strongly in doctoral programs in psychology and business departments.

Perhaps the most interesting finding in the survey was the gap between current performance appraisal practices and suggested or ideal practices. On all performance dimensions, doctoral-level industrial/organizational psychology programs failed to assess everything they believed to be important. These discrepancies were slightly less apparent in doctoral-level programs in organization behavior. The failure to discover as many differences among programs located in business schools in contrast to those located in psychology departments may be due in part to the smaller sample size and resultant reduction in power for the analysis of business school responses.

The discrepancies observed between preferred and actual performance appraisal practices are somewhat troublesome. These differences represent inconsistency between what we teach students and tell clients is important and what we actually do. We do not frequently use the sophisticated performance measurement methods and feedback practices we tout to others. One might argue that the special nature of graduate training makes it different from other jobs, that is, performance appraisal methods and principles used in other work settings are not as appropriate for graduate training. This difference might be due to the apprentice-like nature of the relationship between student and advisor, the small size and close association of most graduate programs, or the independence of the scholar's role. Notwithstanding the special nature of graduate training, we believe that the same performance appraisal principles and techniques we encourage others to use can and should be employed in our own graduate programs. Our survey results suggest that we do not sufficiently practice what we preach.

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National Research Agenda the Focus of APS Conference

Rich Klimoski
The Ohio State University

The American Psychological Society (APS) sponsored what was billed as the Second Annual Summit Meeting of Scientific Psychological Organizations. The event was held in Tucson during the last week of January, 1990. Rich Klimoski and Frank Landy attended as delegates representing the Society. Ann Howard, Milt Hakel and Paul Thayer also participated as a result of their APS leadership roles. Unlike last year's first meeting which focused on getting APS off the ground as a new scientifically oriented psychological society, this year's session represented an effort to operationalize the new organization's *raison d'être*—the promoting of psychological research.

As highlighted at the outset of the meeting in presentations by representatives of NIMH (also a conference co-sponsor), NSF and DOD, support for psychological research by the federal government had declined over the last few years. This is true in terms of both absolute and relative dollars. While there were many explanations for this, the focus of the speakers was on the role and impact of what they termed a national research agenda. Other sciences, those receiving substantial financial government support, seem to have one, psychology does not.

More specifically, panelists stressed that it was administratively and strategically easier for proponents of basic research in any field to get substantial research funds if such requests could be placed in the context of some overarching theme or mission. Furthermore, this tendency is likely to continue. The speakers argued that scientific psychology would do well to identify or adopt such an approach if it is to get the support of agencies, policy makers, legislatures, even the general public. For most of the people in attendance, their message was persuasive.

The 85 or so participants who represented 65 organizations met in several sessions over the two-day period. This was done both in small group and plenary assemblies. The participants quickly moved to consensus that a common agenda was desirable, even necessary. That was the easy part. Thus most of the time was spent discussing just what the form and substance of such an agenda would look like. This was the challenging part. Most participants, like the conference organizers themselves, understood the difficulty involved in identifying a concept or theme that was broad enough to receive support from the diverse groups

who identified themselves with Psychology as a science, while still having enough specificity that it could be persuasively used to guide funding allocation decisions. In the end, several related ideas surfaced with enough support that most of those attending could be optimistic that it would be feasible to proceed. But rather than try to force closure prematurely, the group first went on record as supporting the notion of a national agenda and then agreed to set up a steering committee to develop the actual mechanisms that would bring one about within a reasonable time frame (e.g., the next six months).

Throughout all of the discussions, it became clear that proponents of a national agenda were most concerned that whatever the theme would be, it should imply the value of basic psychological research. Thus, it should not be closely tied to current national problems or particular social policies. It is not that basic would have little value in these areas. It was just viewed as inappropriate to have to force basic research into an applied rationale or particular applied program just for the sake of currency.

At the time of this writing, a steering committee made up of individuals who were in attendance is formulating the steps to actually draft and reach consensus on a national research agenda among the various groups that represent scientific psychology. Once this is ratified, SIOP would be expected to translate the resulting themes into examples of research that would be illustrative. In many ways, it is these examples that will really define the agenda. Mechanisms for SIOP's continued involvement are currently being discussed.

In actively participating in the APS Summit meeting, SIOP has enhanced its image as an organization dedicated to scientific Psychology and one that is sensitive to those of its members who wish to pursue basic research. To the extent that we continue to be active in these and other related efforts, there is also a high likelihood that we, as a Society, can also influence the commitment of funds into areas of interest to many of our members. As the saying goes, "I don't have to be the one to make the decision, as long as I can specify the criteria for such decisions" (Machiavelli, no date). More seriously, through the initiatives and timely action on the part of SIOP's leadership, we just may be able to do this in the area of future federal funding. We will keep you posted.

Eastern European Colleagues

As you may know, there was a violent revolution in Romania in mid-December and the Stalinist government was overthrown. The country is still trying to sort itself out and this may take several years but there has been one dramatic event with which we can identify. Psychology had been banned in universities since 1982. It has now re-emerged as a subject for instruction and research. The problem is the tools for conducting that instruction and research do not exist in the country. This is particularly true in I/O psychology.

A fellow I/O psychologist has asked me to issue a plea to his American colleagues to send help in any form possible. He will see that it gets distributed appropriately. This help can take many forms. They need all I/O journals for the past 15 years. They need books—special topics and general texts in I/O. They need computer hardware and software, ability tests, etc. Anything you can think of to send. The first place to start is in your library. You could send duplicates, older editions of new books, etc.

Material can be sent directly to Romania to:

Horia Pitariu
Department of Psychology
Babes Bolyai University
Kogalniceanu 1
3400 Cluj, ROMANIA

or to me for forwarding:

Frank Landy
Center for Applied Behavioral Sciences
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It is seldom that one can be present at the birth (or rebirth) of a discipline. This is one of those occasions. Your help will be greatly appreciated.

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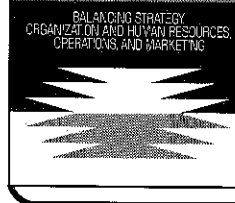
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Civil Rights Act of 1990 Proposed in Both House and Senate¹

On February 7, the Civil Rights Act of 1990 was introduced in the House by Rep. Hawkins and the Senate by Sen. Kennedy. The Act is portrayed by its sponsors as ostensibly reversing a number of recent Supreme Court decisions but in effect, according to one labor lawyer, represents a massive restructuring and rewriting of our equal employment laws. Key provisions of the Act impacting on objective assessment are found in the following sections followed by PRO and CON editorials.

Definitions

“(m) The term ‘demonstrates’ means meet the burdens of production and persuasion.”

“(n) The term ‘group of employment practices’ means a combination of employment practices or an overall employment process.”

“(o) The term ‘required by business necessity’ means essential to effective job performance.”

Proof of Unlawful Employment Practices in Disparate Impact Cases

“(1) An unlawful employment practice is established under this subsection when (A) a complaining party demonstrates that an employment practice results in a disparate impact on the basis of race, color, religion, sex, or national origin, and the respondent fails to demonstrate that such practice is required by business necessity; or

(B) a complaining party demonstrates that a group of employment practices results in a disparate impact on the basis of race, color, religion, sex, or national origin, and the respondent fails to demonstrate that such practices are required by business necessity, except that

(i) if a complaining party demonstrates that a group of employment practices results in a disparate impact, such party shall not be required to demonstrate which specific practices within the group results in such disparate impact; and

(ii) if the respondent demonstrates that a specific employment practice within such group of employment practices does not contribute to the disparate impact, the respondent shall not be required to demonstrate that such practice is required by business necessity.”

Quotas By Any Other Name . . .

Charles Fried

The Democrats (and a few Republicans) have offered a bill they claim is necessary to restore civil rights to a healthy state after some recent Supreme Court decisions. There are aspects of the Democrats’ bill that are right and sensible, particularly because they would broaden the protection of the Civil Rights Act to racial harassment and other racially motivated job and contractual discriminations. But this wholesome attempt to root out ugly and palpable forms of racial discrimination is eclipsed by the bill’s devastating new provisions about how plaintiffs can win in employment discrimination cases without proving, or even alleging, racial discrimination.

That the sponsors are quite aware of this tendency is made manifest by a section that appeared in some versions of the bill, saying in effect that his bill does not impose quota hiring. In this it reminds me of Rene Magritte’s dada painting of a large briar pipe floating in midair, titled “This Is Not a Pipe.”

The bill would allow a plaintiff to win a civil rights case before a jury if he showed that an employer was not hiring in proportion to the number of available minority workers. All such a plaintiff would have to do—beyond showing that the employer had not met his quota (for what else is it?)—is to point to some requirement or combination of requirements that he claims are keeping the numbers down below quota. Such a requirement might be a PhD for entry-level tenure-track jobs at a university, or tests for literacy or numeracy in high-tech manufacturing firms or even personal interviews or recommendations by prior supervisors. The bill specifically says that the plaintiff need not prove (or even allege) that the particular requirement is what is keeping the numbers down.

The bill does allow the employer to defend himself. He can avoid possibly heavy money damages if he proves that not a single one of the practices listed by the plaintiff is responsible for these low numbers. If the employer cannot do this—and any plaintiff’s lawyer worth his salt will make sure the list of suspect practices is long and inclusive—then the only way the employer can avoid liability is by providing that each of the possibly exclusionary practices is “essential” to the conduct of its

¹Submitted by James C. Sharf

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business. That means that a jury will have to decide whether a PhD is essential to the mission of teaching in a university, and so what that mission really is; that a jury will decide whether a high-tech firm really needs to require a certain level of educational attainment in order to compete effectively.

An employer should not be allowed to erect or maintain requirements (like the unions that formerly admitted only new members who were related to existing members) that are neutral on their face but operate as a barrier to women and minority workers while serving no legitimate purpose. And if such a barrier is identified and its exclusionary effect shown, it would not be wrong to ask the employer at least to come forward with some reason related to the proper conduct of his business to justify that effect.

But that is not what this bill does. Since a complainant does not even have to show that what he complains of is the very thing that is producing the bad numbers, and by forcing the employer to show that any requirement was essential—not just reasonable—the bill creates an obvious, powerful and hardly unintended pressure toward quota hiring. What employer is going to risk the burden of having to show that not a single one of a large number of hiring practices did not in fact exclude minorities? And if he cannot show that, what employer is going to undertake the burden of proving that suspect requirement was essential—not just reasonable, not just a sensible way of doing its work, but essential? Rather than undertake such uncertain burdens with heavy financial sanctions for failure, any rational employer will just make sure that he hires to keep the numbers right and save himself trouble. In other words, the bill would force him to adopt hiring and promotion quotas if he wants to avoid a court fight he can hardly win.

(The writer, a professor at Harvard Law School, was solicitor general in the Reagan administration.)

A False 'Quota' Call

William T. Coleman, Jr.

This week House and Senate committees open hearings on the proposed Civil Rights Act of 1990. The legislation is intended to restore the law to where it stood prior to a recent series of restrictive decisions of the

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Supreme Court, and to strengthen the remedies provided by existing statutes. Much of the opposition, however, is already focusing on an issue unrelated to the language or the practical effect of the bill, and that is quotas—an issue that those subtly opposed to full rights and relief for minorities and women always seem to import.

From the very outset, the most straightforward of civil rights proposals have been challenged as favoritism for blacks. The Civil Rights Act of 1866, and the Freedmen's Bureau Act, which accompanied it, were denounced as forms of special treatment for the newly freed slaves. Many of the civil rights acts of our own era were reviled as covert attempts to guarantee minorities quotas in employment, education, public office or other aspects of American life. Happily, Congress and the country (including most businesses and other institutions) paid little heed to these accusations, choosing instead to adopt the measures that have moved the United States so far along the road toward true equal opportunity.

The most recent "quota" charges concern the 1971 decision of the Supreme Court in *Griggs v. Duke Power Co.*, which held that Title VII forbids the use of non-job-related hiring or promotion criteria that have the effect of excluding a disproportionate number of minorities or women. *Griggs* and its progeny established the standards of proof and procedures to be used in these disparate-impact cases.

Last June, however, in *Wards Cove Packing Co. v. Atonio*, the court, by a vote of 5 to 4, sharply altered several of those standards, making it far harder for plaintiffs to win such cases. The proposed civil rights bill would overturn this aspect of *Wards Cove*.

Former solicitor general Charles Fried [op-ed, Feb. 18] and the Justice Department in subsequent testimony insist that the bill will lead inexorably to quotas, because it permits job requirements that disproportionately exclude minorities or women only if those requirements are "essential to effective job performance." They suggest that no employer could ever meet such a standard.

But the standard in the bill is taken verbatim from a 1977 Supreme Court decision, which in turn merely paraphrased the original *Griggs* formulation: that the employer show "business necessity." This standard has been the controlling law for more than a decade, and employers have in fact succeeded in scores of cases in justifying job requirements under the pre-*Wards Cove* standard without any perceptible pressure or inclination to abandon that effort and adopt quotas instead.

Prof. Fried maintains that the bill's provisions for jury trials and money damages will further compel employers to adopt quotas in order to avoid the risks of going to trial. The bill, however, grants plaintiffs a right to a jury trial and money damages only where intentional

discrimination is alleged, not where the lawsuit is based only on a claim of disparate impact under *Griggs*.

Wards Cove shifted from employers to plaintiffs the burden of establishing whether a disputed hiring or promotion requirement is job-related. This week the Department of Justice, although not apparently Prof. Fried, argued that placing that burden back on employers, as the bill would do, would also lead inexorably to quotas. In fact, however, we know from experience that that simply is not true. Employers bore precisely that burden of proof from March 8, 1971, when *Griggs* was decided, until June 5, 1989, when *Wards Cove* was handed down. There is no evidence, or even a serious claim, that the pre-*Wards Cove* rule led to quotas during the 18 years when it was the law of the land. In its brief in *Wards Cove*, the Justice Department asserted that shifting the burden of proof to plaintiffs would affect "only . . . a limited class of . . . marginal cases." On Tuesday of this week the department told a House committee that changing back the burden would unleash an avalanche of quotas on the workplace. It is difficult to see how both assertions could be true.

Some disparate-impact cases are made more difficult when an employer uses several requirements for the same job and fails to keep records indicating what impact each separate requirement had. The bill would permit an employee in such a case to challenge all the requirements as a group if their combined effect was to discriminate against minorities or women. *Wards Cove* requires plaintiffs, on pain of dismissal of their claims, to prove how much impact each subsidiary requirement had, notwithstanding the fact that the employer could, by failing to keep the relevant records, make such proof impossible.

Prof. Fried and the Department of Justice now insist that overturning this aspect of *Wards Cove* would surely coerce employers into adopting quotas. But only 17 months ago, then-solicitor general Fried filed on behalf of the same Justice Department a brief in *Wards Cove* arguing for a rule of law contained in the proposed legislation: "If the factors combine to produce a single ultimate selection decision and it is not possible to challenge each one, that decision may be challenged [and defended] as a whole."

Certainly Congress should proceed with particular care when enacting legislation requiring or authorizing affirmative action. Where legitimate concerns are expressed that a bill, although neutral on its face, might inadvertently coerce such action, Congress ought to inquire whether that concern has a substantial factual basis. But the House and the Senate should not be stamped into rejecting needed legislation merely because a witness falsely cried "quota" in a crowded hearing room.

(The writer, board chairman of the NAACP Legal Defense and Educational Fund, was secretary of transportation in the Ford administration.)

The Four-cell Classification Table in Personnel Selection: A Heuristic Device Gone Awry

Scott L. Martin and William Terris
London House, Inc.

A disturbing trend has emerged in discussions regarding the merits of professionally developed personnel selection procedures. Various factions, including industrial psychologists, government officials and the media, have cited both high rejection (i.e., failing) rates and high false positive¹ (i.e., qualified applicants incorrectly identified as unqualified) rates to argue against the value of selection instruments. Although these criticisms have been directed primarily at preemployment integrity tests, the arguments that have been presented apply to all personnel selection instruments. For instance, several Congressional officials have recently indicated that a valid selection procedure that incorrectly screens out 10-15% of those assessed may be unacceptable. A lawyer from the Department of Labor in New York who is presently developing legislation to regulate personnel testing stated that it would be unacceptable if even one person was misclassified using a formal screening procedure. Several psychologists (e.g., Lykken, 1981; Murphy, 1987; 1989) have even suggested that highly valid selection procedures should not be used to select personnel in certain situations because the false positive rates are too high.

Overall rejection rates have also served as the focal issue for psychologists and the media during debates over the value of selection instruments. Opponents of various screening procedures have claimed that too many applicants are rejected. In response, proponents of these procedures often suggest that the rejection rate is lower than the rate cited by opponents or indicate that the rate is similar to that produced by alternative, well-accepted procedures. Our position is that these criticisms of personnel selection procedures are generally incorrect and the responses to these criticisms do not address the fundamental problem with these criticisms.

¹In this context, positive or negative refers to the outcome of the selection procedure rather than to an accept/reject hiring decision. A positive outcome indicates that a selection procedure has classified an applicant as unqualified. Qualified applicants who are incorrectly identified as unqualified constitute false positive decision errors.

The four-cell classification table is a heuristic device that psychologists have used to explain the four outcomes which can occur when a screening device is used to select job applicants (Anastasi, 1982). Specifically, each hiring decision can be classified as a false positive (i.e., a qualified applicant who is incorrectly identified as unqualified for the job), false negative (i.e., an unacceptable applicant who is incorrectly identified as acceptable), true positive (i.e., an unacceptable applicant who is correctly identified as unacceptable), or true negative (i.e., a qualified applicant who is correctly identified as qualified for the job). The four-cell classification table and discussion of correct and incorrect decisions can be valuable for characterizing the outcomes which result from using an assessment procedure for personnel selection. However, without considering the entire employment context this heuristic device is not sufficient for describing the incremental social or scientific contribution provided by valid selection instruments. Focusing only on rejection rates or false positive decision errors *among those tested* is inappropriate from either a social or organizational perspective when examining the value of professionally developed personnel selection procedures.²

Implications of Selection for Society

The Fallacy of Rejection Rates

From a social perspective, the rejection rate (i.e., the proportion of people not recommended by a selection procedure) does not accurately characterize the effect of a selection instrument on the number of individuals denied employment. In a given circumstance, an employer has a fixed number of available job openings. The existence of a professionally developed selection instrument generally has no impact on either the number of job openings or the number of people hired. In addition, the use of a formal screening procedure has no impact on the number of individuals not receiving jobs.

An example will be used to clarify our position. Assume an employer has 50 job openings and is considering the use of a selection procedure. The employer has flexibility in deciding how many applicants should be screened using the selection procedure in order to fill the 50 job open-

ings. Three options are presented in Table 1. In each case, however, the *total available labor pool* (not applicant pool) is *constant*. This is not an assumption, but a reality which provides the fundamental basis for this article. In any hiring situation there is a relevant labor market which is *not* altered by the number of applicants screened using a selection procedure. In this case, the total available labor pool is assumed to include 250 individuals.³ As one possibility, the employer may choose not to use the selection procedure and hire the first 50 applicants (option 1). Alternatively, the employer could screen 125 applicants using the selection procedure to obtain the 50 hires (option 2). Or, the employer could screen all 250 individuals to obtain the 50 hires (option 3). Given a total available labor pool of 250 individuals, the same number of individuals have not received job offers or are "rejected" with each option. Without using the selection procedure, the first 50 applicants are hired and another 200 individuals are told that there are no job openings or never become aware of the job opportunities. When 125 applicants are screened, 50 are hired and 75 are rejected based on the selection procedure and 125 individuals are never given the opportunity to apply. When the selection procedure is used to screen 250 applicants, all of the applicants are assessed and 50 applicants are hired and the remaining 200 are rejected based on the results of the selection procedure. Given these options some critics of testing would argue that option 1 is the best because the rejection rate is lowest. The truth of course is that the *overall* rejection rate is identical for all three options.

Although rejection may be more salient to an applicant when a selection device is used, option 3 should be considered more socially acceptable because with option 3 all individuals are given an opportunity to apply whereas with the first option 200 individuals are not even given the

³Although a labor pool of 250 has been arbitrarily chosen for this example. The size of the labor pool is irrelevant. Any figure will result in the same conclusion. However, once the size of the labor pool is identified, it must remain constant for *any* selection scenario considered.

TABLE 1
Hiring 50 Individuals with a Base Rate of .5 and a Validity Coefficient of .4

Option	Available Labor Pool	Number Tested	Percent Rejected Among Tested	Percent Rejected Among Total	False Positives Among Tested	False Positives Among Total
1	250	0	0	80%	0 (0%)	100 (40%)
2	250	125	60%	80%	30 (24%)	92 (37%)
3	250	250	80%	80%	89 (36%)	89 (36%)

²This paper addresses the use of screening devices for employee selection. Our comments are not intended to apply to the use of assessment procedures for current employees. Selection decisions are comparative in nature and require a decision. Termination decisions, on the other hand, involve false positive decision errors that are perceived as so costly that not making a termination decision is an attractive alternative. Sackett, Burris & Callahan (1989, pp. 521-522) and Manhardt (1989) clarify the distinction between screening job applicants and screening current employees.

opportunity to apply for a job. The use of a selection device provides more candidates with the opportunity for employment. From this standpoint, higher rejection rates should be perceived as more attractive because more people are considered for the jobs. Hence, evaluating selection procedures based on the rejection rate among those tested is myopic and often results in meaningless conclusions regarding the social value of a selection instrument.

In sum, the rejection rate associated with a screening device has no effect on the number of individuals receiving jobs, and therefore, has no effect on the number of individuals not receiving jobs. Contrary to the views expressed by individuals presently in positions to influence the future of personnel selection, selection instruments do not reduce opportunities for employment. In fact, this perception is ironic because selection procedures actually *increase opportunities* for employment because larger numbers of applicants are considered.

The Fallacy of False Positive Rates

The false positive rate has also been erroneously used to provide summary statements regarding the value of selection devices. When a valid screening procedure is used for selection, there is no incremental social value in discussing the false positive rate. All else being equal, the false positive rate is simply a function of the validity. A valid predictor, by definition, produces fewer false positive (and false negative) decision errors than a predictor with a lower or zero validity coefficient. It is troubling to find psychologists and government officials state that "despite the validity of a selection instrument the false positive rate may be too high." If the screening procedure is valid, the proportion of false positives will increase if the procedure is *not* used for selection. This point is illustrated in the last two columns of Table 1.

Given a correlation coefficient of .4 and a base rate (proportion considered satisfactory prior to the introduction of a selection instrument) of .5, the false positive rate is computed for the three hiring options discussed earlier.⁴ Table 1 presents the number of false positive decision errors produced by the selection instrument as well as the total number of qualified individuals that are not offered employment (i.e., "false positives") for each of the three options. Recall, with option 1 the employer hires the first 50 individuals that apply for the job. Because the test is not used it does not produce any false positive decision errors *among those tested*. However, 50% of the 200 individuals never given the

⁴The estimates for the correlation coefficient and the base rate are realistic, but do not affect the point to be made.

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Court Rules on Assessment Center Case

**Wayne Burroughs and David Cook, Jr.
Assessment Designs, International**

On December 15, 1989, Judge Lenore C. Nesbitt of the U.S. District Court (Southern District of Florida), issued her ruling in a major court case involving the use of an assessment center to promote police sergeants to the rank of Lieutenant in Metro-Dade County, Florida. The decision was extremely favorable toward the assessment process and clearly serves as strong support for the procedures and technology which represent a traditional approach to designing and implementing an assessment center.

Background

The Progressive Officer's Club, Inc. (POC) and eleven individual black police sergeants filed suit against Metropolitan Dade County (Miami, Florida) charging that the County had violated Title VII of the 1964 Civil Rights Act and the provisions of a 1980 consent decree by using an assessment center to select candidates for promotion to the rank of Lieutenant. The plaintiffs sought promotions to the rank of Lieutenant with back pay, seniority and fringe benefits, and the enjoinder of the use of the current assessment center program as a component of the promotion process. The consent decree had been entered into by the county and POC in order to increase minority representation in police management ranks with a minimum disruption to the civil service system. It was agreed that a validated written examination, to be used as an eliminator, would precede an assessment center. Since 1983, promotions to the rank of Lieutenant have been based on a validated written test, assessment center results, seniority points, veterans preference points, and special promotional points given to master sergeant incumbents as stated in the consent decree. The lawsuit involved the time period of 1983 through 1986. During this period, 18 black candidates were assessed on 34 occasions (nearly all were assessed twice) and 123 white candidates were assessed on 204 occasions.

The Assessment Center

Assessment Designs International, Inc. (ADI) was contracted to do the job analysis, design the exercises, and train the assessors. A content-validation strategy was chosen because it is accepted by the Equal Employment Opportunity Commission's Uniform Guidelines on

TIOP, 27(3), 57-61

1990 May

Employee Selection Procedures, is consistent with literature on assessment centers, and was the most practical means available. The job analysis was conducted by reviewing the available documentation and the Lieutenant position, including job specifications and descriptions and interviewing incumbents in the Lieutenant position and their supervisors. Next, Lawshe's (1975) content-validity ratio was calculated for each task statement based on the respondents' agreement of relative importance. If a sufficient number of respondents agreed that the item was critical then it was kept. The task statements were then logically clustered based on commonalities among behaviors and labeled into dimensions for ease of reference. Incumbents and their supervisors were used to rank the dimensions from 1 to 9 in terms of their relative importance to the job and to assign a percentage to each dimension representing its importance and frequency for overall job performance.

Based on the job analysis, the in-basket, problem-analysis, and complaint review were selected as the three exercises to be administered. Subject Matter Experts (SME's) were used to ensure that all exercise scenarios reflected actual on-the-job performance. The SME's had final authority over issues involving job performance and ADI retained final authority over test construction.

Each candidate was evaluated by a team of three assessors. Each assessor was trained prior to participation in the assessment center. The training process required one week and included an introduction to the assessment center method, instruction and practice in observing, documenting and categorizing behavior, use of rating scales, team meetings, and report writing. Each assessor had to demonstrate proficiency to be deemed as qualified. A skills weighting matrix was used to determine the candidates final scores. The final scores were then statistically standardized to produce a normal distribution.

The Challenges and Court Rulings

The POC conceded that all steps in the selection process, *except* the assessment center, were valid and nondiscriminatory. Thus, all challenges in the case were directed specifically at the methodology used to create the assessment center process. In the following table the major challenges and court rulings in the cases are listed.

CHALLENGES	COURT RULING
The POC claimed that:	Judge Nesbitt ruled that:
The Assessment Center has had a disparate impact on black candidates for promotion.	Because the same number of black candidates were promoted using the assessment center as would have been promoted without it, the

CHALLENGES	COURT RULING
There was disproportionate impact in violation of EEOC's "four-fifth's" rule of thumb.	Plaintiffs cannot meet their burden of establishing a prima facie case of disparate impact. <i>Black Law Enforcement Officers v. City of Akron</i> , 40 FEP cases 322 (N.D. Ohio 1986), affirmed in part and reviewed in part, 824 F.2d 475 (6th Cir. 1987); <i>Powers v. Alabama Department of Education</i> , 854 F.2d 1285 (11th Cir. 1988).
The Assessment Center is not justified by business necessity.	The small number of black candidates involved makes the use of the four-fifth's rule inappropriate. <i>Fudge v. City of Providence Fire Department</i> , 766 F.2d 650, 659 n. 10 (1st Cir. 1985).
Construct or criterion validation should have been used because the Assessment Center attempts to measure constructs.	The Assessment Center is justified by business necessity. <i>Wards Cove Packing Company v. Atonio</i> , 109 S. Ct. 2125-2126 (1989); <i>Watson v. Fort Worth Bank & Trust</i> , 108 S. Ct. 2791 (1988).
Content validity was inappropriate because the skills being measured could have been learned on the job.	Although the dimension labels looked like constructs, only observable work behaviors were tested. This makes content validation an appropriate strategy. Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 29 CFR § 1607.14C (1); <i>Gillespie v. State of Wisconsin</i> , 771 F.2d 1035, 1042 (7th Cir. 1985).
The method used to determine which tasks were considered significant and which were not significant was inappropriate.	The managerial skills evaluated by the Assessment Center cannot be learned in a brief on-the-job training period and because the position of Lieutenant does not include a training period, content validity is appropriate. Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 29 CFR § 1607.14C (1); Questions and Answers on the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures No. 74; <i>Guardians Association of New York City v. Civil Service Commission</i> , 630 F.2d 92 (2nd Cir. 1980).
	Since the Uniform Guidelines state that measured behaviors should be critical work behaviors and/or important work behaviors it is appropriate to distinguish between critical or important tasks and merely useful tasks. Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 29 CFR § 1607.14C (2).

CHALLENGES	COURT RULING
Data on "normative proficiency" was not collected.	When a content validation strategy is pursued, better on-the-job performance can be inferred from the similarity between on-the-job duties and the requirements of the exercise. Therefore, the job analysis accomplished its intent—to identify the important tasks of the Lieutenant position. Questions and Answers on the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures No. 62.
The questionnaire ranking the skill dimensions from 1 to 9 was inadequate because it did not include the specific tasks.	It was not necessary to include specific task statements because the dimensions were already defined in behavioral terms.
The Assessment Center exercises do not sufficiently simulate job content or the job analysis.	Short of requiring applicants to actually perform the job, the Assessment Center exercises are the best approximation of work performance. <i>Guardians Association of New York City v. Civil Service Commission</i> , 630 F.2d 97 (2nd Cir. 1980); <i>Firefighters Institute for Racial Equality v. City of St. Louis</i> , 616 F.2d 350 (8th Cir. 1980).
The use of Assessment Center scores to rank candidates was inappropriate because the Assessment Center is not sufficiently designed to enable distinctions to be made on the basis of small score differences.	It is consistent with professional standards to use the scores in this manner and the Assessment Center's direct relationship to on-the-job performance makes ranking especially appropriate. Questions and Answers on the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures No. 62.
Instead of an Assessment Center, the county should use the on-the-job performance evaluations.	This is in direct violation of the 1980 consent decree and the Plaintiff does not meet their burden of demonstrating that the proposed alternative would produce better results than Assessment Center. <i>Gillespie v. State of Wisconsin</i> , 771 F.2d 1035, 1045 (7th Cir. 1985); Consent Decree in <i>Progressive Officer's Club v. Purdy</i> , No. 76-957-Civ-Paine (S.D. Fla. 1980).
Performance evaluations are better suited to promote the best candidates.	There is no proof that performance evaluations would not result in adverse impact; they are not sufficient to determine promotions because of lack of information; a sergeant's job is necessarily situation-specific, and the ability to perform in a Lieutenant position is not assessed in the performance review. The Assessment Center avoids these problems by establishing a single set of criteria from which to assess all applicants for promotion and they all have an equal chance of promotion. <i>Gillespie v. State of Wisconsin</i> , 771 F.2d 1035, 1045 (7th Cir. 1985).

CHALLENGES	COURT RULING
Protected class members are still entitled to promotions by virtue of the 1980 consent decree	The Court rejects the Plaintiff's argument because there is no mention within the "four corners of the decree" of any requirement that the county promote a minimum number of Black lieutenants. Nor is there any "suggestion of an intention to depart from the existing civil service system or from the county's arrangements with the Police Benevolent Association (Union)." <i>Firefighters Local Union No. 1784 v. Stotts</i> , 104 S. Ct. 2576 (1984).

Conclusion

As can be seen from the list of specific challenges and the corresponding rulings by the court, the approach to establishing the assessment center process was viewed very favorably by Judge Nesbitt. The judge's analysis of the statistical, logical and legal arguments was accurate and thorough. This underscores the need for following carefully planned, technically sound assessment center principles for every application.

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Intelligence and its Relation to Job Performance: A Lesson from Winnie the Pooh and A Reply to McDaniel

Peter J. Snyder
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According to Milne (1961), Rabbit went to visit Christopher Robin, because "After all," said the Rabbit to himself, "Christopher Robin depends on me. He's fond of Pooh and Piglet and Eeyore, and so am I, but they haven't any brains." When Rabbit arrived at Christopher's house he found a notice on the door that said "GON OUT BACKSON BISO BACKSON C.R." So, Rabbit went to Owl to figure out what the notice meant.

"Owl," said Rabbit shortly, "you and I have brains. The others have fluff. If there is any thinking to be done in this forest—and when I say thinking I mean THINKING—you and I must do it." So, Rabbit and Owl studied the notice together.

"Well?" said Rabbit.

"Yes," said Owl, looking wise and thoughtful. "I see what you mean." After a little thought, Owl added, "If you had not come to me, I should have come to you."

"Why?" asked Rabbit.

After some discussion Owl concluded, "It's quite clear what has happened, my dear Rabbit. Christopher Robin has gone out somewhere with Backson. He and Backson are busy together. Have you seen Backson anywhere in the forest lately?"

"I don't know," said Rabbit. "That's what I came to ask you. What are they like?"

"Well," said Owl, "the spotted or herbaceous Backson is just a . . ."

As the story quoted above from Milne (1961) implies, intelligence may not provide even the wisest of woodland creatures with any strong advantage over the other forest animals in the performance of certain tasks (such as detecting spelling errors in messages left by little boys). Might this also be true of us humans? Some people would disagree, arguing that intelligence (defined as a unidimensional factor) is a central human trait that is important for work performance. In a recent article (TIP, 26(4), p. 44) M. A. McDaniel has challenged the readership of this journal to contest his statement that "On average, more intelligent people perform

better in jobs than less intelligent people." It is likely that very few people would take issue with McDaniel's statement as it is written. Indeed, recent meta-analyses (cf. Hunter & Hunter, 1984) suggest that for many jobs, general cognitive ability is the best predictor of job performance. However, these same meta-analyses also show that there are a variety of jobs in which general cognitive ability has less of a relationship to, and is not the best predictor of, job performance. In this paper we respond to McDaniel's statement by suggesting that (1) there are certain jobs in which intelligence is not highly related to performance; and (2) there are certain work environments in which a positive relationship between intelligence and performance is attenuated.

Most recent models of individual performance in organizations recognize that performance is a function of ability, motivation, and situational factors. However, the relative importance of each of these three factors for job performance is highly variable. Therefore, a variety of jobs exist for which ability measures such as intelligence are not highly related to performance. For example, on less complex or highly standardized jobs (e.g., computer data entry), performance will be related to factors such as the reward structure, goal setting, equipment performance, resource availability, etc. Intelligence will be positively related to performance on these jobs *only* insofar as it is related to each of these factors.

Conversely, on more complex jobs (e.g., computer programming) meta-analytic evidence demonstrates that measures of general cognitive ability are highly related to performance. For these jobs it would appear that McDaniel's statement should be relatively valid. Even so, in certain situations this may not be the case. For example, Fiedler and Garcia (1987) indicate that in leadership jobs intellectual ability is correlated with task performance only under conditions of low supervisor stress. Intelligence is correlated negatively with performance when stress with the boss is high. One explanation for this finding is that stress distracts the individual's intellectual focus from the task. Thus, even on jobs in which McDaniel's statement seems like it might hold, certain demand characteristics of the situation may attenuate or even reverse the relationship between intelligence and performance.

A final point to raise concerns the definition of "intelligence." Intelligence is not a unidimensional construct, reducible to a composite score on tests of "general cognitive ability," but is better understood as an interactive set of cognitive and perceptual abilities (e.g., verbal vs. visuospatial reasoning, hypothesis testing, accurate interpretation of socially relevant stimuli, etc.). Each of these aspects of intelligence may be assessed with the aid of psychometrically sound, standardized tests that provide quantitative estimates of relative intellectual abilities. Not

all aspects of intelligence contribute equally to the performance of all tasks. By grouping all discernible facets of intellectual ability under the heading "intelligence," the differential predictive power of each separate facet, as it relates to job performance in different settings and with different task demands, is lost.

In conclusion, it is apparent that McDaniel's generalization simplifies the true relationship between intelligence and job performance. The use of validity generalization techniques has allowed the empirical demonstration of the utility and limitations of cognitive ability tests as predictors of job performance. Perhaps McDaniel should tell his clients that on jobs for which specific aspects of intellectual ability are relevant for job performance, people scoring higher on measures of these abilities will outperform those scoring lower, providing that the situation allows for those abilities to be brought to bear on the task. It seems that we should take to heart the troubles that Rabbit and Owl found themselves in. That is, even the most intelligent of woodland creatures are not uniquely suited to outperform others on all job tasks.

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The 22nd International Congress of Applied Psychology, Kyoto, Japan, July 22-27, 1990 includes an outstanding program on organizational psychology and many social events to facilitate interaction. Contact **Travel Planners, Suite 150, GPM Building, San Antonio, TX 78216 [Phone (512) 341-8131, FAX 512-341-5252, or Telex 76-7471]**, for detailed circulars about the Congress and registration forms, IAAP membership forms, and travel and hotel arrangements (first-class hotels \$56-92 per night and special airfares and tours have been arranged).

Intelligence is not a Panacea in Personnel Selection

Allen Huffcutt
Texas A&M University

The use of general mental ability tests in personnel selection is an issue that continues to receive attention (McDaniel, 1989; Schmidt, 1988). In fact, an entire special issue of the *Journal of Vocational Behavior* was dedicated to the role of cognitive ability tests, specifically the g factor, in predicting job performance (December, 1986). In the words of Frank Schmidt (1988, p. 283), "Thus for most jobs, the highest validity (and therefore utility) is obtained when general mental ability tests are used."

In light of the continued attention and potential implications of this position, a critical look at some overlooked but important issues appears warranted. Specifically, I would like to address three relevant issues: job tenure, job level, and face validity.

Job Tenure

How long employees stay on the job once hired can often be just as important as their job performance. For example, in a recent study of convenience store turnover, I found that the average cashier in a particular chain stayed less than 100 days. Considering that turnover costs for cashiers are estimated to be over \$2,000 per individual (Battagliola, 1987), one soon realizes the staggering financial implications to companies in general when new selection programs affect tenure. Thus, the overall utility of a selection program may depend not only on validity, but also on tenure effects as well. These effects need to be thoroughly examined before global conclusions regarding the superior utility of general mental ability tests can be fully accepted.

Job Level

In a cumulative review of over 500 studies, Hunter (1980) estimated the validity of a verbal and quantitative ability composite to range from .23 for the lowest level job grouping to .56 for the highest job grouping. While general mental abilities appear to be attractive for high level jobs, other selection methods could be more attractive for low level jobs. Recent studies with situational interviews, for example, have demonstrated excellent predictive ability (including correlations in the .40 to .50 range) for both retail (Arvey, Miller, Gould, & Burch, 1987; Weekley & Gier, 1987) and entry-level industrial jobs (Campion, Pursell, & Brown, 1988).

Face Validity

While often overlooked, the correspondence of content between a job and the employment tests used to select people for the job can have effects both in legal terms and in company image. Suppose that you, the reader, are a computer programmer applying for a programming position in two large companies. One company gives you a mental abilities test, which has nothing directly to do with programming a computer, and then rejects you. The other company gives you a computer programming aptitude test, then also rejects you. In both cases you will assume that other applicants scored higher, but which company will you perceive as having given you a more fair chance to display your potential? Which would you be more likely to bring legal action against? Decisions whether to use general mental ability or specific aptitude tests in personnel selection need to be made with full consideration given to these types of issues.

In summary, the use of general mental ability tests appears to have significant potential for selection in higher level positions. However, it is not the end-all solution to general selection of employees for wide ranges of jobs. I guess this means I won't get a "I Got VG From Frank Schmidt" button this year.

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I/O Well Represented in APS and Its Convention Program

Ann Howard

Did you ever wonder how well I/O psychology is represented within APS and at its convention? Serving this year as the Chair of the Program Committee for the APS convention has given me the opportunity for a close-up view, and I'm happy to report a very favorable picture.

In order to gear the convention program to the APS constituency, in late 1989 I performed a compilation of members' specialties as listed on the APS database. More than 11% of the APS membership who responded gave I/O as their primary specialty. This did not include those who said Social/Industrial, since they were counted as social psychologists. In a study of the APA membership I conducted in 1981, those giving I/O as their major specialty were only 5.3% of the APA members. Thus I/O psychologists should be twice as visible in APS as they are in APA.

I/O program submissions for the APS convention (as of the initial deadline) were directly comparable to the membership statistics; that is, approximately 11-12% of the submissions primarily addressed I/O topics. These ranged widely across our favorite themes, such as performance appraisal, organizational stress, employee attitude measurement, interviewing, sex-typing of jobs, job analysis, productivity, leadership, work motivation, job satisfaction, and commitment. Serving as reviewers for these types of submissions were Jim Farr, Rick Guzzo, Ken Wexley, and Ralph Alexander.

A highlight of the convention in the I/O arena will be an invited address by Frank Schmidt on meta-analysis. Also featured will be a symposium on structural, situation, and individual-difference variables in organizational leadership research, with Fred Fiedler, Owen Jacobs, Joyce Carbonell, and Paul Goodman, chaired by Joel Savell. Another symposium will look at retirement and reentry; chaired by Al Glickman, it includes Harvey Sterns, Bert Hayslip, Pat Smith, Marie Francosky, Seth Zimmer, and Wemara Lichty. More proposals are underway as of this writing.

The APS convention uniquely builds bridges across the fields of research-based psychology. The 1990 program spreads across only three undesignated tracks plus poster sessions, which means that psychologists of all persuasions inevitably attend sessions out of their specialty areas.

This provides the irresistible opportunity to see how other specialties view similar phenomena and confront important psychological issues. You inevitably broaden your perspective.

Two debates scheduled for the convention provide good examples of how I/O psychologists can view familiar controversies from the standpoint of other specialties. One debate has the provocative title, "Has the Concept of General Intelligence Outlived Its Usefulness?" It will be argued primarily by developmental psychologists, but the topic couldn't be more relevant to I/O research and practice. Another debate explores clinical vs. actuarial prediction, with research-grounded clinical psychologists arguing the clinical side. Yet the debate goes far beyond clinical psychology, as will be elaborated by Neal Schmitt, who is chairing the session.

A special challenge taken on by the Program Committee this year was the creation of multi-specialty symposia; that is, single sessions where representatives of different specialties address the same topic or theme. A prime example of this is a symposium on alcohol and drug abuse, which will be addressed from the standpoints of behavior genetics and biological markers, psychopharmacology and behavior management, learning, and pre-employment drug testing. The latter, I/O contribution will be presented by Jacques Normand of the U.S. Postal Service.

The APS convention will take place in Dallas on June 7-10. Besides providing intellectual stimulation, the program and its site offer fun for both participants and their families. For example, a special film demonstration and talk on language usage by chimps will take place Friday evening, and Saturday is capped by an Old West Ranch Party. Dallas itself is rich in opportunities for sightseeing and shopping, and conventioners can get a hotel room at the Dallas Park Plaza for only \$50 a night. For more information, contact the APS office at 1511 K Street, N.W., Suite 345, Washington, DC 20005, telephone 202-783-2077.

We can easily beat 11% of the APS convention attendance if we try!

SIOP Calendar

TIP deadline for July issue	May 15, 1990
APS Annual Convention—Dallas	June 7-10, 1990
SIOP Pre-APA Workshops— Boston	August 9, 1990
APA Annual Convention—Boston	August 10-14, 1990

Invitational Conference Planned on Applied Master's Training in Psychology

Bill Siegfried and Rosemary Lowe

Members of SIOP who are involved with applied master's training should note that a national conference has been scheduled specifically on this topic. The Council of Applied Master's Programs in Psychology (CAMPP) is sponsoring a national conference on training and employment issues at the Master's level in Psychology which will be held from lunch on June 2 until noon on June 5 at The University of Oklahoma. The conference will consider several topics and the planners expect that several resolutions will emerge that will provide both the stimulus and direction for future activities in master's level education. The conference will be organized around several issues, including:

- The standards of training recommended by CAMPP for applied programs
- Curriculum, faculty, admissions and exit requirements
- Credentialing
- Employment patterns and opportunities
- The organization of master's level psychologists so that they can maintain contact with the discipline at state and national levels.
- Outcomes/products of training—what master's students can do

CAMPP has already mailed a survey to several programs throughout the country to provide some concrete data for discussion. Information should be available regarding what courses are typically required in applied programs and what internship and practicum opportunities are available, as well as entrance and exit requirements. The survey also will gather information about students, including what they do after graduation and how they find jobs. Typical I/O placements and courses have been included on the list:

The conference itself will be small and will be organized around group discussion on these and other issues. The overall goal is to develop action plans that will enhance the recognition of applied master's level programs and their graduates. To guide discussion, position papers are being written on the major issues, delineating the various perspectives. Participants will help develop written papers after discussion of each issue. In other words, this is a "working conference" that will require attendees to forego many of the sights of Norman.

The national conference is the culmination of many events. Within SIOP the issue of master's level practitioners has been discussed at every SIOP meeting since the very first one in Chicago, a trend that will continue with a roundtable discussion in Miami this year. The E & T committee has been given the charge to examine master's training with an eye to helping the Society reach some accommodation with programs that represent a major segment of training in I/O Psychology.

CAMPP was formed in December 1986 by an interested group of department chairs and graduate coordinators in the SEPA region. Bill Siegfried was one of the attendees at the organizational meeting. In 1988, with the addition of members from other programs, CAMPP became a national organization. CAMPP's focus is on applied training at the master's level, and its membership draws from clinical and counseling programs in addition to I/O. The group is meant to serve "terminal" programs who share the common goal of training students to be able to deliver some kind of applied skills or services upon graduation. As the only organization devoted to master's level applied training, CAMPP has maintained an active liaison with APA, APS and COGDOP. Dick Tucker, who is Chair of the CAMPP Executive Committee, also serves on COGDOP, for example. CAMPP has held open meetings at APA in 1988 and 1989 for those involved in applied training.

The national conference is a direct result of the Utah Conference on graduate education in Psychology which passed a resolution calling for the study of the "master's issue." In October 1989, members of CAMPP met at Illinois State University with the urging of COGDOP and others to plan the upcoming meeting as a way of addressing this resolution. Rosemary and Bill were members of this planning group.

Many of you are involved with training master's students in Industrial/Organizational Psychology and thus recognize the impact that these graduates have on the field. Clearly we have no consensus about the desirability of practice below the doctoral level, but the fact remains that there are many institutions currently providing such training whose graduates have found positions in a variety of settings. Master's programs, and master's degree holders, represent a large constituency who have so far not found a voice in any of our professional organizations. Master's holders need a mechanism to remain in touch with their field so that five years after graduation they will still identify with the discipline of I/O Psychology. It is possible that this group will soon receive attention given the changing face of organized Psychology. Clearly these concerns will remain with us and beg for our attention.

CAMPP has invited one member from each department that has an applied program to attend. If you have not received your invitation, or have perhaps misplaced it, and are interested in attending, contact:

Patricia O'Connor
Chair, Invitation Committee
Russell Sage College
Troy, New York 12180

Registration is only \$100, which will include most meals. Housing is available at extremely reasonable rates at the Oklahoma Center for Continuing Education. If you would like to chat about the conference, please feel free to contact Bill Siegfried at (704) 547-4735 or Rosemary Lowe at (904) 474-2366. We would also encourage you to look at the article on page 32 of the January *Monitor* where Dick Tucker and others discuss the conference and the entire issue of master's level training. Hope to see you in Norman in June.

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Journal of Occupational Psychology	
Selected contents of recent issues	
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Performance evaluation and compensation feedback messages: An integrated model — <i>B.D. Bannister & D.B. Balkin</i>	
Coping with job-related stress: The case of teachers — <i>I.S. Schonfeld</i>	
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Consequences of changing employers amongst young engineers — <i>T.J. Newton & A. Keenan</i>	
Decision making in the graduate selection interview: A field study — <i>N. Anderson & V. Shackleton</i>	
The measurement and antecedents of affective, continuance and normative commitment to the organization — <i>N.J. Allen & J.P. Meyer</i>	
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IOTAS

Steve W. J. Kozlowski

Changes and more changes . . . **Frank Landy** is the Society's new President. **Neal Schmitt** is now (with much relief) Past-President. Late-breaking news at press time . . . the Society Executive Committee election results are in . . . **Rich Klimoski** is the new President-Elect, **Elaine Pulakos** has been elected Secretary, and **Jim Farr** has been elected Member-at-Large. (The election of Society Representatives to APA Council is pending. If you are a member of APA, don't forget to vote.) Congratulations to all electees! Thanks are due to **Marilyn Gowing** for her service as Secretary, to **Rich Arvey** for his service as Member-at-Large, and to **Bob Guion** and **Mary Tenopyr** for their service as Representatives to APA Council. The Society appreciates your dedicated service.

This May issue of **TIP** marks the end of volume 27, which is short by one issue (trivia buffs take note!). As the Society moves to an April to April year structured around the Annual Conference, **TIP** publication dates and submission deadlines have changed (contributors take note!). The new schedule beginning with volume 28 is as follows: (1) July (May 15 deadline), (2) October (August 15 deadline), (3) January (November 15 deadline), and (4) April (February 15 deadline). This schedule is always printed on the inside cover for easy reference. Because the time between the submission deadline and the publication date is now shorter by two weeks, the deadlines become much more "real" than they have been treated in the past (they are now "drop-deadlines!"). Please plan accordingly.

This issue of **TIP** also marks the end of **Rick Jacobs'** tenure as the **TIP** Business Manager. Under Rick's capable management, advertising revenue for **TIP** increased 29% during his first two years! There are many Fortune-500 corporations that do not report that kind of growth! I offer my personal thanks to Rick for helping me during the last year. I also believe that everyone in the Society is grateful for the fine job he has done on what has to be one of the least appreciated (but very important) jobs in the Society. If you see Rick at the Conference, say "thanks"—it makes a difference.

As the previous Business Manager moves on, it becomes the Editor's responsibility to select a qualified individual (ahem . . . find someone foolish enough) to assume the vacated position. **Michael K. Lindell** of Michigan State University has agreed to be the new **TIP** Business

Manager. Having Mike right down the hall will certainly ease the coordination of our responsibilities. In Mike's able hands, I'm sure we will see continued steady growth in advertising. If you have a product or service of interest to Society members, give Mike a call!

Results of the apportionment ballot for APA Council show the status of SIOP unchanged from last year. The Society lost one seat last year, reducing our representation from five to four, no doubt due to the move of many Society members to APS. Thanks to all members who allocated all 10 points to SIOP.

Now that the Society has developed its own database for membership, it is much easier to keep track of our members. One factor that has struck me as a serious concern, is the relatively small number of students who are currently affiliated with the Society. The most recent figures indicate just 82 student affiliates! Perhaps I am wrong, but this figure seems awfully small. Perhaps some affiliates were lost in the move to the Society's new dues system. Perhaps many graduate students are unaware that they can affiliate with the Society for a measly \$10 a year. Whatever the reason, I strongly urge all chairs of I/O psychology and organizational behavior programs to encourage their graduate students to join SIOP. Graduate students in these programs represent the future members of the Society. We must attract them in order to maintain and enhance our strength and vitality as an organization. This issue of **TIP** contains all the necessary membership information. Act today.

Mike Campion has been appointed Editor-Elect of *Personnel Psychology*. Mike will take over the Editorship from **Paul Sackett** when Paul's six-year term comes to a close in late summer 1990.

Bernard Bass and **Bruce Avolio** of the Center for Leadership Studies and School of Management, State University of New York at Binghamton, report that they have received a grant from the Kellogg Foundation for \$826,764 with university cost-sharing of \$569,927. The \$1,396,691 will be expended in the next three years to train 400 community leaders from the public and private sectors in transformational leadership and to evaluate the effects of the training program.

Ted Rosen reports that **Richard McKillip** has been named Vice President for Psychological Services, Inc. He works out of PSI's Eastern Division office in Washington, D.C.

On a somber note, as **TIP** went to press, **Gavriel Salvendy** of Purdue University reported that **Ernest J. McCormick**, Professor Emeritus of Psychology, Purdue University, passed away on February 9, 1990. Over the course of his career in I/O psychology—he received his Ph.D. from Purdue University in 1948 and continued his active participation after his retirement in 1977—**Ernest J. McCormick** became widely known and respected for his many contributions to the field. He published numerous

books and articles, but is perhaps best known for his work on the Position Analysis Questionnaire. His work garnered special recognition from his peers. He was a recipient of the James McKeen Cattell Award (1964) and the SIOP Distinguished Scientific Contribution Award (1986), among many others. A scholarship fund has been established in his name by the Department of Psychological Sciences at Purdue University. Memorial contributions may be made to the Purdue Foundation for the **Ernest J. McCormick Scholarship Fund** in care of the Purdue University Development Office, 218 Memorial Union, West Lafayette, IN 47906.

Announcement

The Board of Convention Affairs would like each person with a disability who is planning to attend the convention in Boston, Massachusetts, August 10–14, 1990, to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the March through May issues of the *American Psychologist*. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who require interpreting services. The deadline for registering in advance for the convention is June 25, 1990.

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Top 10 Things You Should Know About Doing Research in an Organization

Steven J. Robison
University of Akron

This is intended as a more or less essential guide for those in I/O who intend to perform research in an applied setting. It consists of personal experiences and insights from graduate students in I/O who have attempted the aforementioned task. The format has been shamelessly stolen from a popular late night television show. It is hoped that the content will save at least one fledgling researcher the cost of a few aspirins (or psychoanalysis payments).

#10 Learn How to Sell

Many I/O psychology graduate students (and I/O psychologists) have not been taught how to sell their services to people in organizations. The ability to promote and persuade organizational decision makers to buy what one has to offer is a skill that can be learned and refined. Your idea should be promoted based on its benefits to the organization (and the decision-maker). In addition to some type of product (i.e. your research idea) a secondary but just as important entity that you are selling is *yourself*. Many people in organizations deal with salespersons frequently. You should be promoting yourself as a professional with a service to offer, the benefits of which should clearly be shown to outweigh the costs. NOTE: There are always costs.

#9 It's a Balancing Act

There are a few different "customers" that you should keep in mind when making your sales pitch. Your faculty advisor (or a thesis/dissertation committee) certainly has certain things that she desires to be included in your research. The organization's needs and wants must also be fulfilled if you are doing your job as a salesperson. This includes your contact person in the organization as well as the person who will decide if the organization will participate in your research. One final customer whose needs should be kept in mind is YOU. That's right, what do *you* want to get out of this research? Balancing these sometimes conflicting needs, wants and desires can at times seem like an impossible task. It can be especially hard to balance the requirements of a dissertation committee and the needs of organizational decision-makers on an ongoing basis.

#8 Organizations Move S-L-O-W-L-Y

No matter how slowly things seem to get done at school, it always takes longer for things to move in organizations outside of school. This appears to vary proportionally with the size of the organization. A good rule of thumb is to double the greatest amount of time that you think it can possibly take to complete a project. For example, an internship that I had with an organization was scheduled to last approximately three months. What was supposed to take three months took twelve.

#7 Strike While the Iron is Hot

Although organizations tend to move with glacier-like speed, it is often incumbent upon the organizational researcher to be ready to pickup at a moment's notice and collect data. There is typically a window of opportunity for chances to do research. This was the case with my dissertation when two organizations that I had been planning on collecting data in wanted to do so next Monday (it was Friday). They were both located in New England, and I was in the Midwest.

#6 Be Specific

You should be as explicit as possible when contracting with an organization (either for research or anything else for that matter). Your objectives and the objectives and expectations of the organization should be spelled out as specifically as possible. Any deliverables that either party expects should be agreed upon in advance. As an illustration, a colleague of mine received permission to distribute a short questionnaire to employees at an organization (for research purposes). When she showed up with a three-page questionnaire that took one hour to complete, the employees refused to do it. It seems that the organization's idea of short was closer to ten minutes than sixty. Oops.

#5 It's Not What You Know, It's Who You Know

When looking for a place to do organizational research, it helps to have someone on the inside pulling for you. It may be something as simple as getting a contact person's name or an information interview with someone, but these little things make a difference. Use your network of family, friends and professional contacts to help you get an edge.

#4 You Know More Than They Do

Don't be intimidated by the vast experience that people in organizations have that you as a fledgling graduate student do not possess. Sure you're young, sure you've never held a "real job," sure you're used to justifying everything that you say in class, on exams and in manuscripts. But you also have something to bring to the party: the detached insight

of an outsider, a solid educational background, and youthful enthusiasm.

#3 They Don't Care About #4

Don't try to intimidate people in organizations with all your education. Leave the five dollar words at school where they belong. It is your responsibility to be understood by the people you will be dealing with. Don't be condescending. They might not know how to perform a meta analysis, but you won't know as much about their business as they do either. Don't discount the value of experience. That experience is the data that we all depend on. Data *is* experience. Mutual respect is the key to a good healthy relationship with an organization.

#2 Don't Count Your Data Before They're Hatched

The adage that nothing is constant except change plays out in organizational life on a daily basis. Organizations exist for many reasons (one very important one is to make a profit). Your research is often the last thing on a manager's mind. For example, I had been nurturing a relationship for months with two organizations that I wished to have participate in my dissertation research. I received the go ahead from the supervisor at one company to get the research materials approved by the legal department (I thought I was home free). Before the approval was received, the supervisor was replaced by another person who was not as inclined to participate in research. I spoke with a manager of another organization who was very enthusiastic about having her subordinates participate in my research. However, the rubber stamp approval that she told me to expect from her supervisor never materialized. Moral: It ain't over till it's over.

#1 Nobody Knows What I/O Psychology Is

It happens to all I/O graduate students (and continues to happen to I/O psychologists). While attending a party you are asked what your major is (or what you do for a living). When the words I/O psychology cross your lips, three responses are encountered at well over chance levels: "Don't analyze me," "There are a lot of crazy people where I work," or "There is a lot of stress on my job." A friend of mine who joined a personnel consulting firm was recently asked by a clinical psychologist who works there, "So tell me, what *is* I/O psychology?" Certainly our field is a relatively new one, and some of these misperceptions are changing, but you should be prepared to do your part to set people straight. I recommend having a few short answers ready that will answer the "What is I/O" question on a variety of levels. These responses might include describing what we do, how we differ from clinicians, what types of jobs we are employed in, etc.

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NEW PUBLICATION SCHEDULE FOR TIP

Publication Month	Deadline
July	May 15
October	August 15
January	November 15
April	February 15

Structured Interviews Emerge: The New Technique of the 1990's?

Allen I. Huffcutt
Texas A & M University

Undoubtedly, cognitive ability tests have come to dominate personnel testing (Guion, 1987). Little wonder, given such substantive evidence as Hunter and Hunter's (1984) classic meta-analysis comparing alternate predictors of job performance for entry level jobs. For supervisor ratings, cognitive ability was clearly the best predictor with a mean validity of .53 (Table 9, p. 90). Other predictors, like interviews ($r = .14$), had substantially less validity.

However, two considerations warrant reexamination of interview validity. First, as McDaniel et al. (1987, p. 6) point out, previous quantitative studies were limited in that they did not differentiate between structured and unstructured interviews. Second, previous investigations also involved relatively small numbers of interview studies. Hunter and Hunter (1984), for example, analyzed only 10 interview studies in relation to supervisor ratings (compared to 425 studies for cognitive ability).

Recent research provides a more comprehensive evaluation of interviews. Wiesner and Cronshaw (1988) analyzed 48 structured interview studies (10,080 total sample size) using meta-analytic techniques, finding a mean validity of .62. This is surprisingly similar to the mean validity of .64 found by McDaniel et al. (1987) in a meta-analysis of 21 structured interview studies which used research criterion. Additionally, Wiesner and Cronshaw found a mean validity of .20 for unstructured individual interviews (19 studies) and .37 for unstructured board interviews (19 studies).

Thus, recent research suggests that the validity of structured interviews is comparable to cognitive ability tests (Wiesner & Cronshaw, 1988). As such, the issue of adverse impact then becomes paramount. One serious drawback to cognitive ability tests is that they adversely impact minorities. For example, an ability test which passes 50% of white applicants would tend to pass only 16% of black applicants (one standard deviation difference; Hunter & Hunter, 1984). Since structured interviews are more behaviorally based, it is possible they may result in less adverse impact. Immediate research is needed to address this issue.

In conclusion, structured interviews have emerged as a potentially viable alternative to cognitive ability tests. Will they become the tech-

nique of choice in the 1990's? While more research is needed, it is safe to say they will at least gain some ground.

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A Challenge to I/O Psychology

Jack Feldman

A few months ago, my co-conspirators and I instigated a pair of contests intended to draw out the latent wit and creativity in the I/O community. Despite a generally favorable response and the expression of good intentions, to date the Editor has received only one submission to the "famous authors" contest (reprinted immediately following, with thanks) and *none* to the "drinks in honor of . . ." competition. This is, to say the least, disappointing.

In making attributions as to the cause of this shortfall, I'm tempted to conclude that an ability deficit is responsible. After all, as the famous saying goes, factor analysis is easy; comedy is hard (or something like that). But the flights of imagination and the degree of verbal fluency displayed, for instance, in the average *JAP* discussion section contradicts that hypothesis. Besides, the *Journal of Polymorphous Perversity* seems to get most of its content from our clinical colleagues, and the *Journal of Irreproducible Results* prints many pieces authored by engineers and physical scientists. Surely we're as funny as they are—aren't we? (So far, in fact, the only people I haven't seen making jokes about their work are accountants, which leads to a conclusion I'd rather not contemplate just now.)

So, how about it? If you don't like either of the contests, make up something of your own. Who knows where this might lead? I can imagine journal abstracts in iambic pentameter, *funny* cartoons in the *APA Monitor* (hey, it works for *American Scientist*), clever titles (in the spirit of Fred Fiedler's "Port Noise Complaints," *JAP*, 1975), and more. Why let the other people have all the fun?

Submit All Future TIP Manuscripts and News Items To:

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**OHRC VIEWPOINT: The Open-Door:
A Mentoring System
That Works**

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

Savvy human resource people know that mentors are invaluable to the growth of talented staffers. They also know that mentoring has a remarkable effect on boosting retention of these mid-level employees. So, why do so few companies sponsor or even encourage these programs?

Some senior Human Resource professionals believe that mentoring is the best when it's informal. The interested parties will find each other, without the help of Personnel. Yet, not enough of these parties find each other. Other Human Resource departments have tried to start such programs, but they just don't seem to get off the ground. And women managers, in particular, get the short shrift — those seeking mentors most often fail to obtain them.

The hidden agenda here: many men in senior management want to mentor but are afraid of how it will "look" to others in the company. Yet, the benefits of such a program are vast and cost so little.

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A Kafkaesque Perspective of Goal Setting Theory

Alan M. Saks
Concordia University

When Joseph K. arrived at work he found an envelope on his desk. As he put his belongings down he wondered what it contained. He then sat down at his desk and opened it. Inside was a small piece of paper which read, "Solve the problems. Do your best." Also inside the envelope were several pages of addition problems which K. began to work on.

After some time had passed (what seemed to K. to be hours), K. was startled by a loud knock at his door. Quickly he jumped up and opened the door. "Yes," said K. addressing two men he had never seen before dressed in white lab coats.

"Herr. K.," said one of the men, "please stop what you are doing and come with us. You have been terminated."

"What?" shouted K. "How can that be, what wrong have I done?"

"We don't know," answered one of the men named Fritz, "we are only doing our job. Please don't make things more difficult for us Herr. K., we are simple men trying to make a living." "You must come with us now," said the other man who was called Willem. "Your debriefing is about to begin."

K. was then taken from his office and led through the corridor and into a stairwell.

Sitting at a tiny desk was the Supreme Superordinate. "Josef K.," began the Supreme Superordinate, "let me see the problems you have solved." K. handed over the page of problems he had been working on. The Supreme Superordinate took them quickly from K.'s hands. "How many problems have you solved, Herr. K.?" asked the Supreme Superordinate. K. wasn't sure as he had not bothered to count them.

"He has not even completed one full page," responded Willem.

"But I did my best," cried K., "How could I have done better without a specific hard goal?" (Locke, 1968; Locke, Shaw, Saari & Latham, 1981).

"What has that got to do with it?" asked the Supreme Superordinate, "Herr. K. you were asked to do your best. I have no choice but to assume that this is the best you can do."

"How many of these have you answered correctly?" asked the Supreme Superordinate.

"I'm really not sure," said K., beginning to wonder why he was being interrogated over a few pages of addition problems. "I have no idea how

many I have correctly solved," K. responded, beginning to feel agitated. "I have not been provided with knowledge of my results" (Locke, 1968; Locke et al., 1981).

The men in the white lab coats began to lose their patience. "Knowledge of results," shouted the Supreme Superordinate, "what does that have to do with it, Herr. K.? You were given an assignment and you have not provided adequate results."

"Haven't you read Erez (1977)?" asked K. "Everyone knows that feedback is necessary for the goal setting-performance relationship."

"Herr. K.," shouted the Supreme Superordinate, "Am I to believe that a Senior Clerk with all your years of experience cannot perform well on his own? You are terminated. Take him away."

"But what have I done?" asked K. in amazement. The two men in white lab coats then led K. outside and into a car.

"Where are taking me?" asked K.

"We can't tell you," said Fritz. Willem then assured K. that soon everything would be over. K. hoped that he would soon get to the bottom of this. However, the only clue he had about where he was being taken was a sign at the side of the road that read, "RELOCATION COUNSELING 250 MILES." That's strange, K. thought to himself, I wonder what that means.

Suddenly the car pulled over to the side of the road. Fritz jumped out, opened the back door and ordered K out. "Where are we?" asked K. Both men then grabbed K. by his arms and led him into the darkness. They clung tightly to K.'s arms as they walked deep into the fields until they came upon a small quarry. Suddenly, without knowing what had hit him, K. felt a heavy blow to his head and fell to the ground.

When K. awoke the next morning from uneasy dreams he found himself transformed into a giant I/O psychologist.

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I/O Psychology in the Year 2000—Future Shlock

Lawrence S. Kleiman

The University of Tennessee at Chattanooga

Date: December 31, 2000

Topic: I/O Psychology—The Year in Review

- Item 1: I/O psychologists have finally agreed to a moratorium on policy capturing research in the area of performance appraisal. After 25 years of study, only one factor has been consistently found to influence a rater's evaluations—the size of the ratee's biceps.
- Item 2: The fear that the Supreme Court is backing down from its tough anti-bias posture escalated this year when it was learned that the judges elected to discard their traditional black robes in favor of white sheets.
- Item 3: After 10 years of intensive research, a lie scale has been empirically developed for use with paper-and-pencil honesty tests. Research is now being directed at figuring out how to interpret the score of someone who fails the honesty test, but has a high lie score.
- Item 4: As a follow-up to the research on twins which revealed that job satisfaction is, in part, genetically determined, research is now underway to test the efficacy of selective breeding among happy employees.
- Item 5: Research on work motivation theory has halted due to lack of interest in pursuing this topic—and no one can figure out why interest has waned!
- Item 6: Congress passed a law this year requiring that all potential vice-presidential candidates go through a screening process in which they are laughed at/mockd by 200 million people for three months, then ignored for four years. It is good to know that our legislators have been so strongly influenced by the research on realistic job previews!
- Item 7: Congress has also passed a law forbidding the discharge of any employee for any reason. Following a period of steady erosion of the employment-at-will doctrine, this bill is being called the Employment-at-Won't Doctrine.
- Item 8: After a 10-year search, someone has been found who understands the controversy surrounding validity generalization.

- "It has something to do with MC²," it was reported.
- Item 9: The best selling I/O textbook this year was written by a group of validity generalization researchers; it is entitled, *The Great G.A.T.B.*
- Item 10: The entire field of organizational psychology has been disbanded due to recently uncovered proof that the productivity increase at the Hawthorne plant was indeed due to improved *lighting*.
- Item 11: Finally, the new university which has devoted itself to the study of I/O psychology (you know—IOW) has announced that it will give full scholarships to anyone with the ability to laugh at oneself. (Don't let the "wrong people" see you laugh; however, or you may be selectively bred with other happy students.)

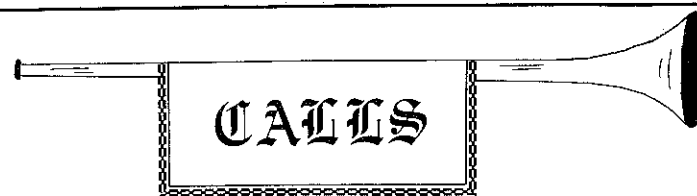
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University of Maryland
College Park, MD 20742**



Society for Consumer Psychology Seeks New Members

The Society for Consumer Psychology was established by behavioral scientists interested in furthering the science of consumer psychology. The Society is affiliated with the American Psychological Association (Division 23 of APA), as well as the newly formed American Psychological Society (APS). The Society represents the interests of psychologists and other consumer researchers working in the fields of psychology, marketing, advertising, communication, consumer behavior, and other related areas. Some in the Society perceive themselves as behavioral scientists interested in generating APPLIED knowledge to solve specific marketing-related problems, whereas others perceive themselves as behavioral scientists generating BASIC knowledge to contribute to the theory and conceptual foundations of consumer psychology. The Society encourages participation by both groups to share their knowledge and contribute to the discipline of consumer psychology as a whole.

The Society for Consumer Psychology welcomes new membership. For further questions about the Society and membership information, please contact: **David W. Schumann, SCP National Membership Chairman, Department of Marketing, Logistics and Transportation, 324 Stokely Management Center, The University of Tennessee, Knoxville, TN 37996-0530, (615) 974-5311.**

Connecticut Applied Psychology Association (CAPA) Formed

A new applied psychology group has been started in the greater Connecticut area. The purpose of the group is to provide a forum for professionals with an interest in industrial/organizational psychology, organizational behavior and development, and human resources research to present research findings and exchange ideas on topics of common interest. The association is open and informal and was modeled to some extent after the GCAIOP (Greater Chicago Areas I/O Psychology) group.

Monthly meetings are held (September-November and January-May) which feature presentations/discussions on current human resource topics. The first meeting was held in September. Speakers for the first 5 meetings included: Dr. Eugene Buccini, Professor of Management, Ancell School of Business, Western Connecticut State University and President of Human Resource Systems, Inc.; Dr. Richard Gould, president of Gould Associates; and Dr. Richard Arvey, the Carlson Professor of Industrial Relations at the University of Minnesota; Dr. Joseph Schnedier, President of Organization Resource Associates; and Dr. Gary Powell of the University of Connecticut. Presentation topics have included: Differing generational value systems and their implications for managing in the '90's; executive selection; and genetics and job satisfaction; assessment simulations; and women and men in management: myths and realities. Thus far, the meetings have been well attended and we welcome all interested individuals.

For further information contact: **Todd Silverhart** or **Skip Dalessio** at **LIMRA Int'l., 8 Farm Springs, Farmington, CT 06032, ph. (203) 677-0033.**

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

1987

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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. The following reports are available from:

Frank W. Erwin
Richardson, Bellows, Henry & Co., Inc.
1140 Connecticut Avenue, NW
Washington, DC 20036
Phone: (202) 659-3755

A. *Technical Report: The Candidate Profile Record*

One of the most dramatic developments in how work is performed is its increasing dependence on automation. Many jobs are, therefore, in a clearly transitional state. However, the procedures used to select secretarial and office personnel have undergone virtually no change. It was in this context that the research described in this report was undertaken. Unlike the usual criterion-related validity investigation, however, this project also had a developmental component. This project sought to develop "suitable alternative" procedures for identifying high potential candidates for office positions. This research was to determine if autobiographical questionnaire scores could predict job performance across secretarial and clerical classifications with substantially lower impact than that produced by the use of traditional general aptitude tests.

B. *Technical Report: The Law Enforcement Candidate Record*

This report describes results observed in two consortium subgroups of a multi-phase, multi-organization validation research investigation. The research has been undertaken to determine the relationship between scores achieved on an experimental prediction system, the *Law Enforcement Candidate Record*, and

law enforcement officer job performance. A total of 21 organizations made up these first two consortia. Subsequent groupings will be added as soon as sufficient data are aggregated and analyzed.

C. *Technical Report: Supervisory Profile Record*

Unlike the usual criterion-related validity investigation, which seeks to estimate the job relatedness of scores obtained on already-existing procedures, this project was a developmental one. Since reviews of the literature and existing practices failed to reveal "suitable alternative" procedures for the purpose of identifying high potential supervisory candidates, this project sought to develop one—an objective, standardized, and empirically keyed autobiographical and judgment questionnaire system, the *Supervisory Profile Record*. The objective of this replicated research conducted among consortia involving thousands of supervisors in the full range of organization and function types was to show that scores obtained on this type of instrument would be highly predictive of supervisory success across industry and function type with little, if any, adverse impact.

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, we would like to share them with the readers of **TIP**. 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

Upcoming Conferences and Meetings

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) 606-6688.

1990

- May 6-10 Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: Dawn Temple, ASTD, (703) 683-8188.
- June 10-12 American Psychological Society Convention. Dallas, TX. Contact: APS, 1-800-950-4277.
- June 24-27 Annual Conference of the Society for Human Resource Management (formerly American Society for Personnel Administration). Atlanta, GA. Contact: SHRM, (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.
- July 22-27 22nd International Congress of Applied Psychology, Kyoto, Japan. Contact: Travel Planners, San Antonio, TX, (512) 341-8131.
- Aug. 9-11 International Conference on Human Factors in Design for Manufacturability and Process Planning. Honolulu, Hawaii. Contact Dr. Waldemar Karwowski, U. of Louisville, KY, (501) 588-7173.
- 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.
- Aug. 12-15 Annual Meeting of the National Academy of Management. Theme: Enhancing Organizational Vision and

- Vitality. San Francisco, CA: Contact: Ramon J. Aldag, Program Chair, (608) 263-3771.
- Aug. 27-31 The 3rd IFIP Conference on Human-Computer Interaction. University of Cambridge, England. Contact: Rosemary Pickford, British Computer Society, 13 Mansfield St., London W1M OBP, Tel +44-1-637 0471.
- Sept. 30-Oct. 2 1990 National Assessment Conference. Minneapolis, MN. Contact: Teresa Jensen, Personnel Decisions, Inc., (800) 633-4410, or in Minnesota: (612) 339-0927.
- Oct. 8-12 Annual Conference of the Human Factors Society. Orlando, FL. Contact: Lynn Stother, The Human Factors Society, (213) 394-1811.
- Oct. 17-20 Annual Convention of the American Evaluation Association. Washington, DC. Contact: Robert B. Ingle, Program Chair, (414) 229-5173.



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:

SIOP Administrative Office
617 East Golf Road, Suite 103
Arlington Heights, IL 60005

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



APPLICATION FOR MEMBERSHIP
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Check status in SIOP for which you are applying: Member Associate Foreign affiliate

EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Master's thesis title _____

Advisor(s) _____

Ph.D. thesis title _____

Advisor(s) _____

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

Title of Publication	Publication	Date

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

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

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

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

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

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EDUCATIONAL BACKGROUND

Name of Institution: _____

Address of Institution: _____

Degree you are pursuing: _____

Year you expect degree: _____

Area of specialization: _____

Advisor: _____

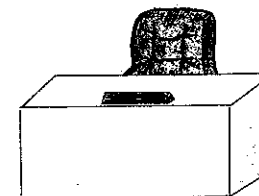
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Positions Available

Rick Jacobs



ORGANIZATIONAL RESEARCH CONSULTANT. The Department of Organization Research and Development at Kaiser Permanente is actively seeking an individual experienced in conducting quantitative research in an organizational setting. Applicants should have a Ph.D. in industrial organizational psychology, organizational behavior or a related field as well as at least 2 years of research experience in an applied setting. It is especially important that applicants have had experience in all phases of employee attitude or opinion surveys, that is, survey development, implementation, analysis, feedback and action planning. Your role as a consultant is to work with internal clients on the development of research designs and instruments that will allow clients to gather information specific to their needs. Projects include (but are not limited to) training needs assessments, development of selection strategies and instruments, customer service surveys, internal service assessments and climate surveys. Applicants should be well versed in research methods and design and in statistical analysis of both quantitative and qualitative data. Excellent written and verbal communication skills are also required. Send a resumé, salary history, and writing samples to: **Kristen Gregory, Ph.D., Director of Research, Organization Research and Development, 3505 Broadway, Suite 1003, Oakland, CA 94611, (415) 987-3409.** We are an EEO/AA Employer. Minorities, women, handicapped and veterans are encouraged to apply.

ASSOCIATE DEAN AND PROFESSOR. Wayne State University's College of Urban, Labor and Metropolitan Affairs seeks a distinguished labor scholar for a major role in developing the labor-related, interdisciplinary teaching and research programs of the recently established college. Qualifications include a PhD in an appropriate academic discipline, a record of distinguished scholarship and successful teaching, and some experience in academic administration. As associate dean, the successful candidate will provide leadership for the College's developing

program in labor affairs. As professor, he or she will hold tenure in an academic Department and continue a scholarly career among a group of productive colleagues, including those he or she has helped to recruit.

The College will emphasize research in fields relevant to urban industrial regions and to the Detroit metropolitan area. The College is presently responsible for a baccalaureate curriculum in labor studies, and graduate level curricula are planned. Support is available for graduate research assistants and post-doctoral fellows.

Salary for this twelve-month position is negotiable. This position is available immediately, but will remain open until filled. Please send a letter of interest, the names, addresses, and phone numbers of three references, and a resumé to: **Marietta L. Baba, Search Committee Chair, College of Urban, Labor and Metropolitan Affairs, Wayne State University, 470 Mackenzie Hall, Detroit, Michigan 48202. Phone: (313) 577-2170.** Wayne State University is an Affirmative Action, Equal Opportunity Employer.

I/O PSYCHOLOGIST, COUNSELING PSYCHOLOGIST, SENIOR CONSULTING PSYCHOLOGIST, ORGANIZATIONAL CONSULTANT, GRADUATE INTERN. If you are interested in a diversity of professional growth opportunities offered in a dynamic team environment, you are interested in Personnel Decisions, Inc. In the last two months, PDI psychologists have been consulting with organizations in Europe, Southeast Asia, and South America. One of our consultants has recently helped a local company assess and select a new CEO, presented to a conference of HRD directors on state-of-the-art job analysis techniques, presented results of a test validation project, and provided individual coaching to several executives. Next month, he will discuss executive effectiveness with the top 50 executives at a Fortune 100 Company, serve as an assessor in a 3-day executive assessment center, and lead the training in a 6-day leadership development program. If you are looking for challenge and variety in a dynamic, fast-paced, team environment, Personnel Decisions, Inc., is for you.

A firm of psychologists who specialize in assessment-based development, Personnel Decisions, Inc., was founded by Drs. Marvin Dunnette and Lowell Hellervik 23 years ago. Having grown at rates of up to 30% per year, we now have more than 50 consulting psychologists, and offices in Minneapolis, New York, and Dallas. We are on the leading edge of our profession and will remain at the forefront through strategic alliances with the University of Minnesota and the Center for Creative Leadership in Greensboro, North Carolina.

PDI serves organizations in both the public and the private sectors;

our clients range from Fortune 100 companies to small family businesses in virtually all industry groups. We are interested in applicants who can meet the following descriptions:

I/O Psychologist—responsible for the development, validation, and implementation of job analysis systems, selection systems (tests, simulations, structured interviews, and assessment centers), performance appraisal systems, and attitude surveys. We are seeking an I/O Ph.D. with at least 3 to 5 years of applied experience in the public or private sector who possesses strong writing, presentation, psychometric, and statistical skills.

Counseling Psychologist—responsible for assessing managers and executives for selection and development, coaching high-potential or derailed executives, and providing career counseling. We are seeking Ph.D.'s with 3 to 5 years of experience in test interpretation and counseling with normal adult populations. Strong writing and interpersonal skills are a must. Experience in business and training is preferred.

Senior Consulting Psychologist (New York)—responsible for providing to New York area clients a broad range of services including psychological assessments, executive coaching, team building, and the staffing of systems and management development programs. Preference will be given to individuals who live in the New York City area and have at least 5 to 8 years of corporate experience, a Ph.D. in either industrial or counseling psychology, and strong interpersonal and communication skills.

Organizational Consultant—responsible for conducting Organizational Effectiveness Audits, managing large-scale organizational change projects (e.g., converting from traditional to self-managed work teams, significantly restructuring or downsizing an organization), and building executive teams. This person will deal extensively with senior executives. We are seeking an M.A. or Ph.D. who has at least ten years of OD experience in a corporate setting. Heavy travel (60%) required.

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PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

Please send your resumé and salary requirements with a letter relating your experience to our job requirements, to: **Brian L. Davis, Ph.D., Senior Vice President, Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South Seventh Street, Minneapolis, MN 55402-1608.**

SENIOR RESEARCH SPECIALIST Applications are being accepted for a full-time, permanent staff position with the Philadelphia Electric Company, a large public utility serving the city of Philadelphia and surrounding areas of southeastern Pennsylvania. Candidates must possess a Masters Degree in Industrial/Organizational Psychology, or related field, with concentration in courses related to psychological measurement, statistical analysis and employee selection; at least three years' documentable experience in employee selection, including development and implementation of testing procedures, counseling of candidates for employment and use of research techniques and computerized methods to resolve selection concerns; and knowledge of professional and governmental standards for employee selection procedures. Responsibilities will include coordinating the development, validation, implementation, and evaluation of selection instruments and procedures to be used in the recruitment and selection of candidates to fill Company job openings. Send cover letter, resumé and salary requirements to: **William H. Deihm, Director, Staffing Division, N1-1, (SRS), Philadelphia Electric Company, 2301 Market Street, Philadelphia, PA 19101.**

CONSULTING INTERN. Development Dimensions International, a world leader in human resource management, consulting, assessment, development, and training, is seeking post-masters candidates with backgrounds in industrial psychology, personnel management, or applied social psychology who are interested in an exciting and challenging 4-6 month internship. Candidates must have an interest in a consulting career, possess effective oral and written communication skills, and have a strong quantitative background. Projects may include conducting a job analysis, evaluating the validity and adverse impact of selection programs, designing and implementing a new selection system, and/or conducting research investigations in these areas. Send cover letter and resumé/vita to: **Susan Cohen, Development Dimensions International, P.O. Box 13379, Pittsburgh, PA 15243.** Equal Opportunity Employer.

MANAGEMENT CONSULTANT/CONSULTING PSYCHOLOGIST. Sperduto & Associates, Inc., an Atlanta-based consulting firm, is seeking a doctoral level, Georgia licensable psychologist to join its growing practice. The firm provides a variety of consulting services to top management, including psychological assessment, management development, and team/organizational development.

The position is a full time career opportunity, and entry level ap-

plicants are preferred. You will learn in a fast-paced, supportive, apprenticeship type training environment. Competitive entry-level salary, with outstanding bonus opportunities and long-term earning potential based on performance.

Qualified candidates should possess: (1) Doctorate in psychology, (2) Strong interpersonal skills, (3) Comfort interfacing with executives, and (4) Desire to learn and grow personally and professionally.

Call or send resumé to: **Terry Scott, Ph.D., SPERDUTO & ASSOCIATES, INC., 134 Peachtree St. N.W., Atlanta, GA 30303 (404) 577-1178.**

PERSONNEL RESEARCH INTERNSHIP. Starting August, 1990, a 6-month internship for a qualified third or fourth year I/O psychology doctoral student will be available at Southwestern Bell Telephone Company. Intern will be part of a team consisting of three I/O psychologists, one research assistant, and two other interns. Duties include collecting and analyzing job analysis and test validation data, constructing selection tests and writing technical reports. Travel may be required. Expertise in SAS in the TSO computer environment is highly desirable. Send curriculum vita and two letters of recommendation to: **Carl I. Greenberg, Ph.D., Southwestern Bell Telephone Company, 1010 Pine Street, Room 1305, St. Louis, Missouri 63101.**

CONSULTING PSYCHOLOGIST. RHR International is seeking doctoral, licensed (or eligible) psychologist for full-time career positions with our 45-year-old firm of Consultants to Management. Candidates must have the ability to establish effective rapport with senior business executives and to assist them with innovative, practical, and psychologically sound solutions to problems of people and organizations. Business training, experience in business consultation, and/or experience in management is desirable. We maintain offices in major cities nationwide, in Canada, and in Europe. Send cover letter and resume to: **Recruitment Information Center, RHR International, 220 West Gerry Drive, Wood Dale, IL 60191.** RHR is an Equal Employment Opportunity employer.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST needed as Director and organizer of newly formed non-profit research facility in Seattle. The facility will examine medical, psychological, and social data

derived from independent medical examinations, with the goal of enhanced knowledge and understanding of injury risk-factors, prevention, and their effects on human and industrial productivity. The successful candidate will be able to organize research projects, obtain grant funding, develop and lead an organization, and publish the results. Please send letter of interest and C.V. to: **Brian L. Grant, M.D., Search Committee—Medical Consultants Northwest, Inc., 901 Boren, Suite 1400, Seattle, Washington 98104.** Medical Consultants Northwest, Inc., is an affirmative action, equal opportunity employer. Non-smokers only.

I/O PSYCHOLOGIST CORPORATE SETTING. Eli Lilly and Company, a four-billion dollar pharmaceutical manufacturing company founded in 1876, is seeking an Industrial/Organizational Psychologist with an earned doctorate for a full-time career position as a generalist in broadly-defined areas of business. Areas of expertise or experience should include organizational effectiveness and design consultation, human resource research, statistical applications, validation of selection systems and management development.

The company traditionally emphasizes strong interpersonal relationships at all levels and foresees HRD activities as emerging to the forefront in the 1990s.

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