

# TIP

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# TIP

The Industrial-  
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Psychologist

Vol. 29/No. 1

July, 1991

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## President's Message

**Richard Klimoski**

Those of you who were at the SIOP conference in St. Louis can readily appreciate why I feel so pleased to be the president of our organization for the coming year. The experience was uplifting in that both the scale and diversity of participation were impressive. People were very proud indeed to be a member of such a viable group.

Continued success seems insured in that we have so many excellent people willing to contribute their time and effort for the good of the Society. As many of you know, **Wayne Cascio** is our new President-elect and **Mike Campion** will assume a three year assignment as Member-at-large to the Executive committee.

Throughout the forthcoming year, I intend to rely on **Manny London** as Financial officer and **Elaine Pulakos** as Secretary for the Society. However, even without my requests Manny may have his hands full managing the alignment of our dues cycle with our relatively new fiscal year (for those of you who may not recall the circumstances, this is why you will be getting a dues statement about the time you are reading this message instead of in October). Of course not much of our respective efforts would get very far without the capable assistance of **Bill Macy** and **Jennifer Rinas** at our SIOP business office.

Not too long ago, **Frank Landy** brought to our attention that APA was demanding the right to review all Division documents prior to the time that they could be considered official Division policy. We, of course, were concerned that such a review (especially by APA boards or even Council) would be unwieldy and, in any event, philosophically repugnant. While our fears regarding the potential for APA to interfere with SIOP affairs still exists, it now appears that a workable compromise is in the offing. APA has proposed a legal review only of such documents. This reduces the possibility of mischief considerably. In any event, APA council reps **Wayne Cascio**, **Shelly Zedeck**, **Ann Howard** (and the new rep elected in June) will continue to monitor developments in this and other areas.

Speaking of **Ann Howard**, she has been keeping the Executive Committee informed regarding developments at APS. Most noteworthy is that APS now has 12,000 members and is maturing into a fully formed scientific organization. For instance, it has hired additional administrative staff, and will now have its own criteria for Fellow Status.

Our Long Range Planning committee, chaired this year by **Susan Jackson**, will continue to review the function of certain committees as part of the sunset provision of our bylaws. In addition to these regular implications of various ongoing and planned SIOP activities for our Administrative Office. The concern here is that projects do not inadvertently overwhelm the operation of that office. In addition to this, LRP will be working with new incoming Education and Training Committee chair **Greg Dobbins** to refine an official position for the Society regarding graduate training at the masters level. **Jim Farr** has done some background work on this already, but more needs to be understood regarding the experiences, needs, and status of masters level members of SIOP. Greg and his committee also plan to gather data to upgrade our Graduate Program Survey this year. Those of you who do receive a questionnaire are encouraged to complete it accurately and in a timely manner. Remember, what appears in the final booklet could affect the size of your applicant pool next year.

Our Awards Committee will be chaired by **Wayne Camara**. The timing of the deadlines for the various awards requires that Wayne and his group hear from those of you who are interested in making awards nominations as soon as possible. More on SIOP's Awards program appears in another section of this issue of **TIP**. Committee on Committees work will be managed by **Allen Kraut** this year. He will be interested in hearing from those of you who wish to serve in various committees in the future. Please let him know using the self-nomination form in this issue. My recollection is that in the recent past of all of those who expressed a desire for participation in SIOP activities got placed. But it's still up to you to let us know of your interest.

The Continuing Education and Training Committee, co-chaired by **Georgia Chao** and **Craig Williams**, have already been hard at work designing and developing next year's workshop offerings. Their committee met prior to SIOP in St. Louis and have tentatively identified 12 workshops for Montreal (SIOP) and 2 for Washington (APA). Please be alert to announcements if you want to attend as the most recent sessions sold out. As the new chair, **Lois Tetrick** expects to continue several of the projects recently undertaken by her External Affairs Committee. Many of these relate to an increased involvement of many of our members in international issues. In particular, Lois will be receiving Executive Committee input on a policy document addressing SIOP and Foreign Scientific Societies (e.g., as diverse as Canada and China) relations. If you have an interest in this area you might contact Lois or her predecessor, **Don Davis**, for more information.

I continue to be impressed at the contributions that SIOP members make to our field. Thus it is fitting that we have such an active Fellowship Committee. **Angelo DeNisi**, with the assistance of last year's chair, **Rich Arvey**, will have the responsibility of transforming nominations into fully formed candidacies to be considered by the Executive Committee in January. This means that you

should send your suggestions for Fellow status to Angelo as soon as possible. As many of you know, we have had a long history of success in getting SIOP fellows approved for APA fellow status for those who want this. Now, as implied earlier, Angelo and his committee will have to develop procedures for securing APS fellowship for our members who seek recognition from this group, inasmuch as APS is no longer "grandparenting" applicants for fellows.

SIOP publications continue to gather attention. **Irv Goldstein**, as Editor of the *Frontiers Series* has four volumes out, two well under way and one newly signed up. Thanks to many of you, sales are going well. **Doug Bray**, as Editor of the *Practice Series* was proudly showing off the first volume of this effort (I bought one) at the SIOP conference. He has two more in the works.

One of the important benefits of membership in the Society is getting **TIP**. **Steve Kozlowski**, as editor, continues to amaze me with how much he can get into each issue. It really accomplishes a lot to keep our members informed. And thanks to **Mike Lindell**, the "price is right". Mike's efforts as Business Manager, have translated to a healthy advertising and external subscription base. This, of course, means less costs to you and me as members. The usefulness and impact of **TIP** however, is strongly affected by the receipt of timely information at their office. Please make note of the publication deadlines when submitting material.

**Paul Sackett** will continue to serve as Scientific Affairs Committee chair. Last year, this group contributed greatly to the development of our Society's position on several key testing issues (e.g. integrity testing, ADA). Our hope is that this year, instead of reacting to events, substantial efforts can be directed toward promoting the needs of SIOP members active in research. The mini-conference on decision making teams conducted at the University of Maryland last January is an example of this. As **Rick Guzzo** reported in the May issue, this was very successful in bringing scholars together in order to promote research in this very important area.

You have all received a key work product of the Membership Committee under last year's Chair, **Wayne Camara**. This is our new membership directory. This year's chair, **Marcia Andberg** will be developing ways that this useful book can be kept up to date. In addition to the careful screening and processing of applicants for membership (no small task in itself), this committee will also be working on ways to clarify the status of foreign members of the Society.

Professional Affairs Chair, **Margaret Ingate** (with the assistance of **Val Markos**, **Ann Howard**, and **Neal Schmitt**) will be finalizing a survey of SIOP members to obtain some descriptive data regarding the experience we are having vis-a-vis licensing. Items dealing with continuing education and professional needs will also be included. We hope to use the information gained in this way to guide policy discussions of the executive committee. **Val Markos** is making use of his experience and a well developed committee structure to

insure that the State Affairs Committee has maximum impact on local developments affecting our members. For example, even as I am writing this message, I've just discovered that legislation has been introduced in the Oregon legislature that would severely restrict who can administer and score "personality" tests used in selection contexts. I'll be working with Val and others to try to influence events to the advantage of our members who practice in this area.

**Katherine Klein** will have her work cut out for her as the new SIOF Conference Program Chair. As I noted, the St. Louis meeting will be a tough act to follow. However, based on several discussions with her, I know that she has some great ideas for the event. Besides, Montreal should be a wonderful venue. **Lynn Offerman** will have the advantage of being on her own turf as she plans the Society's APA program for Washington. The program will inevitably resonate to the theme of the 100 year anniversary of the APA. After experiencing the rapt attention given to **Frank Landy's** address in Munsterberg at SIOF by the huge audience in attendance, it appears that, in addition to the location, this historical theme should be a plus and attract many of our members to the conference.

Finally, speaking of conferences, **Ron Johnson** has agreed to stay on for one more year as our Society Conference planner. I am very relieved that he will do this as he has developed a great expertise in this area. For example, he has just negotiated a very fine deal with the hotel (Sheraton) for the 1996 SIOF conference in San Diego. Nonetheless, Ron and I will be working together to establish a "succession plan" for this very demanding position.

I realize that this message has gotten a bit long. However, it still does not convey the magnitude of the work being carried out by many of you for the Society. All that I might add is that to gain an even better appreciation of the value of the contributions involved keep reading **TIP** as the year unfolds. From my perspective as the new president, it's a beautiful sight.

## PUBLICATION SCHEDULE FOR TIP

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

## INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS\*

Sponsored by the Society for Industrial & Organizational Psychology, Inc.\* and presented as part of the 99th Annual Convention of the American Psychological Association.

Thursday, August 15, 1991  
San Francisco Marriott  
San Francisco, California

### CONTINUING EDUCATION AND WORKSHOP COMMITTEE

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

## WORKSHOPS

San Francisco Marriott  
San Francisco, California

**Section 1** Use of Personality Assessment Techniques in Employment Selection—Leaetta Hough and John Kamp

**Section 2** Organizational Self-Design for High Involvement and High Performance—Gerald E. Ledford, Jr. and Thomas G. Cummings

### REGISTRATION PRE-CONFERENCE WORKSHOPS

Name (Please Print) Ms. Mr. Dr. \_\_\_\_\_

Last First MI

Job Title: \_\_\_\_\_

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Organization

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Bus. Phone: ( ) \_\_\_\_\_ Home Phone: ( ) \_\_\_\_\_

MEMBERSHIP STATUS: SIOP Member/Fellow: \_\_\_\_\_

APA/APS Member/Fellow: \_\_\_\_\_

Other APA Divisions (list): \_\_\_\_\_

**WORKSHOP SELECTION:** Both workshops are designed as half-day workshops. You will be assigned to both.

Registration is by mail on a first-come, first-serve basis. Please note that advance mail registration will close on **August 1, 1991**. All registrations received after that date will be processed as on-site registrations.

### COSTS:

\$240 — Members, Fellows, Student Affiliates of Society for Industrial and Organizational Psychology, Inc. (SIOP). (Division 14 of the American Psychological Association).

\$325 — Members and Fellows of American Psychological Association (APA)

or American Psychological Society (APS).  
\$380 — Non-members/Fellows of SIOP, APA, or APS.

- Fee includes: All registration materials, lunch and social hour. Additional tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.
- Please make check or money order payable in U.S. currency to: SIOP Workshops.
- Mail form and registration fee to:

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J.C. Thomas and Associates  
4303 N.E. 34th Avenue  
Portland, OR 97211

(503) 281-8060 (Please make calls on Pacific Standard Time)

- Please forward a copy of your pre-conference workshop registration directly to the registrar *even if your organization is sending the check separately* (sometimes they don't send the form). Indicate on the copy of the form that your organization is paying. *Make sure your name is on the check* (sometimes organizations don't tell us who the registration money is for).
- SIOP is not responsible for making hotel reservations.

**CANCELLATION POLICY:** Workshop fees (less a \$60 administrative charge) will be refunded up to four weeks in advance of the workshop date. A 50% refund will be granted up to two weeks in advance of the workshop date. No refunds will be granted thereafter. All refunds will be made based on the date when the written request is received.

### Workshop Schedule

August 15, 1991

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

## Section 1 (Half Day)

### Use of Personality Assessment Techniques in Employment Selection

Leaetta Hough

Personnel Decisions Research Institutes, Inc.

John Kamp

St. Paul Fire and Marine Insurance Company

Personality assessment in the employment setting is gaining popularity and stature in Industrial and Organizational Psychology. This workshop will examine both theoretical and applied issues in the use of personality assessment to help make employment decisions about individuals. The topics will include:

- Uses of personality assessment in selection and placement
- Advantages and disadvantages of using personality measurements for selection and placement
- Strategies, detection, and effects of intentional distortion
- Validity and fairness issues including gender and race comparisons
- Legal issues and recent legislative initiatives
- Review of popular personality inventories, their strengths and weaknesses
- How to develop construct-valid scales containing items that are acceptable to applicants and predict important job performance criteria.

The workshop format will consist of presentations by the two workshop leaders as well as discussions and learning experiences involving all workshop participants.

**Leaetta Hough** is Executive Vice President of Personnel Decisions Research Institutes, Inc. and one of the founders. Her professional career has focused on helping both public and private sector organizations develop advanced human resource management systems with particular emphasis on developing new, state-of-the-art job analysis, selection, promotion, performance appraisal, and performance management systems. She is coeditor, along with Marvin Dunnette, of the second edition of the *Handbook of Industrial Organizational Psychology* and has authored over 100 published articles, technical reports, and convention papers.

**John Kamp** received his Ph.D. in 1984 from the University of Minnesota where he studied both personality and I.O Psychology. Since then he has specialized in research and practice in applied personality assessment. His current focus is on applying pre-employment screening and other interventions to the prevention of accidents and injuries.

Coordinator: Catherine Higgs, Allstate Research and Planning Center

## Section 2 (Half Day)

### Organizational Self-Design for High Involvement and High Performance

Gerald E. Ledford, Jr. and Thomas G. Cummings

University of Southern California

The high involvement organization (HIO) is relatively a new organizational form; probably less than 1000 exist. They are designed on the assumption that an exceptionally high level of employee involvement is a key to business success. HIOs are interesting partly because they implement a wide range of behavioral science-based innovations simultaneously, and this appears to be related to the extraordinary success of this organized form. The workshop will address two key issues concerning HIOs.

1. **Design Characteristics and Effectiveness of HIOs.** Innovations implemented by HIOs may include work teams, employee participation groups, skill-based pay, innovative performance-based pay systems, extensive training, extremely open information systems, and hiring processes such as realistic job previews and assessment centers for non-exempt employees. What are the typical characteristics of HIOs, and how much variety is there in their structures? How much do we know about the effectiveness of HIOs, and to what extent do HIO structures account for their effectiveness?
2. **What Process is Most Appropriate for Designing HIOs?** The workshop will explore organizational self-design, an approach to organizational learning that is particularly suited to designing HIOs. The presentation will discuss the underlying rationale for a self-design strategy and outline its major phases. This strategy emphasizes the learning and innovation that are required in order to translate the general prescriptions of behavioral science into situation-relevant behaviors, structures and processes. Special attention will be devoted to how this strategy can mutually benefit researchers and practitioner.

The workshop is appropriate for both psychologists and practitioners. Ample time will be devoted to audience discussion after each segment.

**Gerald E. Ledford, Jr.** is Senior Research Scientist at the Center for Effective Organizations, School of Business Administration, University of Southern California. He has researched and consulted on a wide variety of approaches to improving organizational effectiveness and employee well-being, including employee involvement, reward systems, organization design, job design, and union-management cooperation. He has published over 30

articles and co-authored three books, including *Employee Involvement in America: A Study of Contemporary Practice* (with Ed Lawler and Susan Mohrman).

**Thomas G. Cummings** is Professor of Management and Organizations at the School of Business Administration, University of Southern California. His major research and consulting interests include designing high-performing organizations, planned organizational change, and transorganizational systems. He has been involved in organization design projects with public and private organizations in the United States, Europe, Mexico and Scandinavia. He has published over 35 scholarly articles and twelve books, including *Self-Designing Organizations: Learning How to Create High Performance* (with Susan Mohrman).

Coordinator: Theresa Eyre, Hewlett Packard

## **SIOP'S APA CONVENTION PROGRAM SAN FRANCISCO, AUGUST 16-20, 1991 KATHERINE J. KLEIN, PROGRAM CHAIR**

Here is a listing of SIOP's full program at the upcoming APA Convention in San Francisco. The Convention runs from Friday, August 16, 1991 through Tuesday, August 20, 1991. My thanks to all the program participants and to those who served on SIOP's Program Committee for the APA Convention. The program looks terrific. Hope to see you in San Francisco!

\*\*\*\*\*

### **FRIDAY, AUGUST 16, 1991**

#### **9-10:50 a.m.**

##### **SYMPOSIUM: SELECTING FOR CUSTOMER SERVICE**

Chair: Larry Fogli, Core Corporation, Pleasant Hill, CA

##### **Participants:**

- \* Leaetta M. Hough, Personnel Decisions Research Institute, Inc. Selecting for Customer Service: All Service Jobs Are Not Alike
- \* Paul L. Dyer, DOW U.S.A., Midland, MI. Individual Differences and Customer Service
- \* David Cohen, Development Dimensions International, Los Angeles, CA. Hiring Customer Service Stars
- \* Larry Fogli, Core Corporation, Pleasant Hill, CA. Service First - A Test to Select Service Oriented Personnel

#### **11-12:50 p.m.**

##### **SYMPOSIUM: GOOD FEELINGS, BETTER TAX COLLECTION: ORGANIZATION DEVELOPMENT AT THE IRS**

Chair: H. Ron Smith, Internal Revenue Service, Washington, DC

##### **Participants:**

- \* Lynn Sandra Kahn, Internal Revenue Service, Washington, DC. Good Feelings, Better Tax Collection: A Model for Change

- \* H. Ron Smith, Internal Revenue Service, Washington, DC. Measuring Change in the Real World: Barriers, Challenges & Decisions
- \* John R. Edgar, ACS, Atlanta, GA. Managing Change, Production Demands, the Bureaucracy and All Those Bosses
- \* Lewis I. Baurer, Internal Revenue Service, Washington, DC. Feelings, Better Tax Collection: The Big Picture

#### **11-12:50 p.m.**

##### **SYMPOSIUM: EXIT, VOICE, AND LOYALTY: HIRSCHMAN'S MODEL TWO DECADES LATER**

Chair: David M. Saunders, Faculty of Management, McGill University

##### **Participants:**

- \* Joanne D. Leck and David M. Saunders, Faculty of Management, McGill University. What Predicts Exit and Voice?
- \* John W. Minton and Blair H. Sheppard, Fuqua School of Business, Duke University; Loyalty as Means or End? A Competing Models Test
- \* Jill W. Graham, Faculty of Management, Loyola University of Chicago. Loyalty: Activator and/or Suppressor of Voice
- \* Michael J. Withey and William H. Cooper, Faculty of Business Administration, Memorial University. Predicting Exit, Voice and Loyalty: A Six Year Follow Up

#### **1-2:50 p.m.**

##### **SYMPOSIUM: INVESTIGATING SEXUAL HARASSMENT COMPLAINTS: ORGANIZATIONAL, INDIVIDUAL, AND LEGAL POLICY ISSUES**

Chair: Vicki V. Vandaveer, Jeanneret & Associates, Inc., Houston, TX. Organizational Issues in Investigating Sexual Harassment Complaints

- \* Carol Bass Hailes, Jeanneret & Associates, Inc., Houston, TX. Sexual Harassment: A Pandora's Box for Organizations
- \* Jan Stewart Clark, Multinational Construction Corporation, Houston, TX. Legal Aspects of Sexual Harassment
- \* Ralph Morales, Multinational Construction Corporation, Houston, TX. Company Perspectives and Policies Regarding Sexual Harassment

#### **3-4:50 p.m.**

##### **SYMPOSIUM: WOMEN'S MANAGEMENT CAREERS: ISSUES IN EFFECTIVENESS, ADVANCEMENT, AND DERAILMENT**

Chair: Cynthia E. Marsh, Personnel Decisions, Inc., Minneapolis, MN

##### **Participants:**

- \* Susan H. Gebelein, Personnel Decisions, Inc., Minneapolis, MN. Derailing and High-Potential Female Managers: Comparing Their Personality, Skills and Background
- \* Joy Fisher Hazucha, Personnel Decisions, Inc., Minneapolis, MN. Predicting Managerial Salary: Are Male and Female Success Factors the Same?
- \* Katherine B. Holt, Personnel Decisions, Inc., Minneapolis, MN. Behavior, Performance, and Effectiveness of Female Managers and Executives
- \* Jeffrey J. McHenry and Timothy A. Oleno, Allstate Research and Planning Center, Menlo Park, CA. Male and Female Managers' Perceptions of Employment Practices and Career Opportunities

##### **Discussant:**

Hannah Olsen, Personnel Decisions, Inc., Minneapolis, MN  
Donna B. Thompson, Baruch College



**4-5:50 p.m.**

**SYMPOSIUM: FRESH LOOKS AT JOB DESIGN**

Chair: Dennis Doverspike, University of Akron

**Participants:**

- \* Mike Polomsky, University of Akron. A Fresh Look at Job Design and Negative Affect
- \* Mark L. Miller, DePaul University. A Fresh Look at Job Design and the Big Five
- \* Donna B. Horowitz, Motorola, Inc. Schaumburg, IL, and Jane A. Halpert, DePaul University. A Fresh Look at Job Characteristics Theory
- \* Doug Cellar, Margaret Posig, and Dena Johnson, DePaul University. A Fresh Look at Social Cues and Job Design

**Discussant:**

Dennis Doverspike, University of Akron

**6:00 p.m.**

Social Hour, The Society for Industrial and Organizational Psychology

**SATURDAY, AUGUST 17, 1991**

**9-10:50 a.m.**

**SYMPOSIUM: OCCUPATIONAL CLASSIFICATION FOR CAREER DEVELOPMENT AND PLANNING**

Chair: John L. Holland, Johns Hopkins University

**Participants:**

- \* Michael A. McDaniel, and Robin R. Ashbey, Booz-Allen & Hamilton, Inc., Bethesda, MD, and Donald G. Zytowski, Iowa State University. A Delineation of the Structure of Career Decision Variables
- \* Gary D. Gottfredson, and John L. Holland, Johns Hopkins University. Practical Implementation of a Theoretical Classification of Positions and Occupations
- \* Beverly A. Tarulli, BellSouth Corporation, Atlanta, GA. Classifying Jobs for Career Development with the Position Classification Inventory

**Discussant:**

David P. Campbell, Center for Creative Leadership, Colorado Springs, CO 80901

**11-12:50 p.m.**

**SYMPOSIUM: NEW PERSPECTIVES ON PERSONALITY AND JOB PERFORMANCE**

Chair: Walter W. Tormow, Center for Creative Leadership, Greensboro, NC

**Participants:**

- \* Harrison G. Gough, University of California at Berkeley. Too Much of a Good Thing
- \* D. Douglas McKenna and Leaetta M. Hough, Personnel Decisions Research Institute, Inc., Minneapolis, MN. The Impact of Personality in Intra-Group Working Relationships
- \* Ronald C. Page and Lyle M. Spencer, McBer & Company, Minneapolis, MN. A Self-Report Inventory for Competency Assessment
- \* Robert H. Sharron, Saville & Holdsworth Ltd. Enhancing the Job-Person Match Through Personality Assessment

**Discussant:**

Richard D. Arvey, Industrial Relations Center, University of Minnesota

**2-3:50 p.m.**

**SYMPOSIUM: INTEGRITY TESTING - AN APA TASK FORCE REVIEW & FINDINGS**

Chair: Wayne J. Camara, APA, Washington, DC

**Participants:**

- \* Lewis R. Goldberg, Oregon Research Institute, Eugene, OR. An Overview of Integrity Testing: Process, Assumptions, and Recommendations
- \* Lee B. Sechrest, University of Arizona. Validity and Reliability of Integrity Tests for Pre-Employment Screening
- \* Robin Inwald, Hilson Research Inc., Kew Gardens, NY. Reflections of Ten Years of Research and the APA Report
- \* Richard Klimoski, Ohio State University. An I/O Psychologist's Perspective on Integrity Testing

**Discussants:**

Gerald Borofsky, Bay State Psychological Associates, Boston, MA. Benjamin Kleinmuntz, University of Illinois at Chicago

**4-4:50 p.m.**

**CONVERSATION HOUR: NEW APPROACHES TO LABOR-MANAGEMENT COOPERATION**

Chair: Wayne F. Cascio, College of Business and Administration, University of Colorado at Denver

**5-5:50 p.m.**

**ROUNDTABLE: RECRUITING MINORITIES FOR CAREERS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

Chairs: Jeffrey J. McHenry, Allstate Research and Planning Center, Menlo Park, CA, and Loriann Roberson, New York University

**6:00 p.m.**

Social Hour, The Society for Industrial and Organizational Psychology

**SUNDAY, AUGUST 18, 1991**

**9-9:50 a.m.**

**PAPER SESSION: PERFORMANCE APPRAISAL**

Chair: Paul J. Hanges, University of Maryland

- \* Pregnancy as a Source of Bias in Performance Appraisals. Jane A. Halpert, Midge L. Wilson, and Julia L. Hickman, DePaul University
- \* Rater Training: Effects on Halo and Accuracy of Performance Ratings. Sebastiano A. Fisicaro and Mark D. Harris, Wayne State University, and Elaine D. Pulakos, Human Resources Research Organization, Alexandria, VA
- \* The Effects of Schemata and Dimensional Training on Rating Accuracy. John K. Braham, and Lois E. Tetrick, Wayne State University

9-10:50 a.m.

**SYMPOSIUM: TEAMWORK: COGNITIVE REPRESENTATIONS,  
ACCOUNTABILITY, AND TEAM DECISION BIASES**

Chair: Maryalice Citera, Wright State University

**Participants:**

- \* Joan Rentsch, Wright State University. Assessed Meanings of Teamwork
- \* Maryalice Citera, Wright State University. Distributed Teamwork, Communication Media and Accountability
- \* LorRaine T. Duffy, Air Force Human Resources Lab, Wright-Patterson Air Force Base, Ohio. Team Decision Biases and Team Support Systems

**Discussant:**

Eduardo Salas, Naval Training Systems Center, Orlando, Florida

11-11:50 a.m.

**POSTER SESSION, INDUSTRIAL RESEARCH PROGRAM**

- Self-attributions and the Outcome of Employment Interviews: A Field Study.** Camille S. DeBelle, University of California-Santa Barbara, Deborah L. Donnerstein, Allan Hancock College, and Patricia R. McCarthy, University of Minnesota, Minneapolis.
- Re-viewing Participation in Decision Making: Toward a Multidimensional Model.** William B. Heil, University of Illinois, Champaign.
- Dimensionality of the Myers-Briggs Type Indicator.** Robert J. Harvey, R. Lance Becker, Robert T. Brill, William Lawless, William D. Murry, and Dean T. Stamoulis, Virginia Polytechnic Institute & State University.
- Are KSA Ratings Driven by Perceptions of Task Characteristics?** Juan I. Sanchez and Scott L. Fraser, Florida International University.
- Training and Transfer Performance: Does Instructional Method Make a Difference?** Beverly E. Nash, Jacqueline R. Idaszak and Patrick F. Jones, Georgia Institute of Technology.
- Personality Difference Among Male and Female Middle Managers and Executives.** Mary P. Thalhuber, and Jack E. Rossmann, Macalester College, and Joy Hazucha, and Robert Silzer, Personnel Decisions, Inc., Minneapolis, MN
- Construct Validation of Computerized Personality Tests for Pilot Selection.** Frederick M. Siem, Air Force Human Resources Laboratory, AFHRL/MOEA, Brooks AFB, TX
- Demographic, Occupational, and Dispositional Correlates of Managerial Aspirations.** Raymond T. Lee, College of Urban, Labor, and Metropolitan Affairs, Wayne State University, and Blake E. Ashforth, Department of Management, Concordia University.
- The Measurement of Competitiveness.** Robert D. Smither and John M. Houston, Rollins College
- Estimating Reenlistment with Reasoned Action Theory: A Differential Model.** Carol R. Maske, USAF HRL/MOD, Brooks AFB, TX, and Rosemary H. Lowe, University of West Florida
- Leadership Perceptions, Information Processing and Political Involvement: Choosing Political Leaders.** Todd J. Maurer, Georgia Institute of Technology, and Karen J. Maher, University of Akron, and Donna K. Ashe, Debora R.D. Mitchell, Michael B. Hein, Judith Van Hein, Georgia Institute of Technology
- The Effects of Nonperformance Cues on Ratings of Football Performance.** Daniel J. Svyantek, The University of Akron, and Jay C. Thomas, J.C. Thomas and Associates, Portland, OR
- The Medical School Admissions Interview: Research-Practice Gaps.** Eugene K. Johnson, U.S. Office Of Personnel Management, and Janine C. Edwards, St. Louis University School of Medicine.
- Expectations, Discrepancies, and Reactions: What Matters Most?** Paul E. Levy, Brian D. Cawley, and Michelle D. Albright, University of Akron
- Temporal Dynamics of Subject Pool Research.** Jane A. Halpert and Steven P. Allscheid, DePaul University

- Testing the Relationship of Locus of Control to Performance Dimensions.** Gary Blau, School of Business and Management, Temple University
- Multidimensional Personality Profiles of MBA Students.** Mitchell G. Rothstein, School of Business Administration, University of Western Ontario, and Gillian A. King, Thames Valley Children's Centre, London, Ontario, Canada, and James C. Rush, School of Business Administration, University of Western Ontario
- The Relationship Between Child-Care Satisfaction and Work Attitudes.** Louis C. Buffardi, Carol Erdwins, Brenda Scott, Wendy Desmarais, and Nancy Hamilton, George Mason University
- The Examination of Sex and Age Perceptions of Jobs.** Therese Hoff Macan, Julie B. Detjen, and Kerry Dickey, University of Missouri-St. Louis
- Impact of Technological Change Attitudes in U.S. and Japanese Workforces.** Charles M. Slem and Daniel Levi, California Polytechnic State University, and Andrew Young, Northern Telecom Electronics, Ottawa, Canada.
- Self Conceptions: New Scoring Technique for "Who Am I?" Responses.** Joan R. Rentsch and Tonia S. Heffner, Wright State University
- Impact of Supervisor-Subordinate Relationships upon Core Dimensions of Climate.** Pamela J. Kidder, San Diego State University
- Task Design for Computer-Based Clerical Work.** Christian A. de Keresztes, University of Windsor, and Lorraine M. Jackson, University of Toledo.
- The Relationship Between Time Delay and Interview Contrast Effects.** Steven J. Cesare, Dept. of Human Resources, County of San Diego, San Diego, CA, and Anthony T. Dalessio, LIMRA International, Farmington, CT, and Coleen Thronton, Fort Rucker, Dothan, AL
- Organizational Commitment: The Effect of Workgroup Commitment on Turnover.** Ruth A. Berthiaume and James E. Martin, Wayne State University
- A Developmental Approach to Health Care Management Training.** Frederick L. Peterson, Eugene F. Buzzzone, and Roger F. Cooper, V.A. Medical Center, Dayton, OH
- Factors Related to College Juniors' and Seniors' Salary Expectations.** Linda M. Subich and Ralph A. Alexander, The University of Akron
- "False Consensus" Bias, Gender Stereotypes, and the Employment Interview.** Susan E. Brodt, Graduate School of Business, University of Virginia
- An Investigation of SDY Estimates: Equivalence Across Methods.** Mark H. Blankenship, Steven J. Cesare, Patrick W. Giannetto, and Mark Z. Mandel, County of San Diego, Department of Human Resources, San Diego, CA
- Person-Environment Fit and Managerial Effectiveness.** Robyn K. Gunderson, RHR, International, Chicago, IL and Patrick Sherry, Denver University
- A Comparative Study of Women's Job Satisfaction in Five Countries.** Kaisa Kauppinen-Toropainen, and Arja Kandolin, Institute of Occupational Health, Helsinki, Finland, and James E. Gruber, Department of Behavioral Sciences, University of Michigan, Dearborn
- New Methods from Economics and Statistics to Evaluate Test Validity.** Neil B. Carey, Center for Naval Analyses, Alexandria, VA
- Letters of Reference: A Process Approach.** Brian T. Loher, Mansfield University, and John T. Hazer, Amy Tsaia, Kendel Tilton, and Jessy James, IUPUI, Indianapolis, IN
- Dynamic Aspects of Entrepreneurship: Risk-taking and Changes Over Time.** Bernard L. Dugoni, and R. Scott Tindale, Loyola University of Chicago
- Effects of Reviewing Prior Performance Information Immediately Before Subsequent Evaluations.** Todd J. Maurer, R. Chris Steilberg, and John McCoy, Georgia Tech
- Moderating Effect of "Halo Error" on Validity: Real or Artifact?** Neil M. Hauenstein, Robert Brill, and Dean T. Stamoulis, Virginia Polytechnic Institute and State University
- Relationship Between Negative Affectivity and Situational Variables on Task Satisfaction.** Ronald W. Stoffey and Edward S. Glassic, Kutztown University
- Task Inventories: Do Different Formulas Identify Similar Tasks?** Paul J. Hanges, Paul R. Yost, and Jonathan Cox, University of Maryland-College Park

The Development of an Information Processing Battery for Process Control. Linda S. Carr, Personnel Designs Inc., Houston, TX, and Gerald V. Barrett, University of Akron

**1-1:50 p.m.**

**INVITED ADDRESS: INTERNATIONAL INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: THE CHINA MODEL**

Chair: Christina G. Banks, Haas School of Business, University of California at Berkeley  
Participant: Robert Beck, Human Resources, Bank of America, San Francisco, CA.

**2-3:50 p.m.**

**SYMPOSIUM: RECENT ADVANCES IN ORGANIZATION-BASED SELECTION**

Chair: Victor H. Appel, The University of Texas at Austin

**Participants:**

- \* Gerald E. Ledford, Jr., Graduate School of Business, University of Southern California, David E. Bowen, Graduate School of Business, Arizona State University, Barry R. Nathan, Graduate School of Business, University of Wisconsin, Madison, and Thomas G. Cummings, Graduate School of Management, University of Southern California. Hiring For High Involvement Organizations
- \* Patrick C. Hauenstein, Development Dimensions Plaza, Pittsburgh, PA. Assessing Individuals Against Organizational Characteristics
- \* Paul D. Grubb, Texas Department of Human Services, Austin, TX. Selection Based on the Structural and Procedural Dimensions of Organizations
- \* David A. Weckler, San Jose State University and Anne T. Lawrence, School of Business, San Jose State University. Multiphasic Recruitment and Selection: Choosing Versus Creating the Work Force

**Discussant:**

Jennifer Chatman, Kellogg Graduate School of Management, Northwestern University

**4-5:50 p.m.**

**DISCUSSION SESSION: A MULTIDISCIPLINARY VIEW OF AMERICA'S WORKFORCE QUALITY CRISIS**

Chair: Ilene F. Gast, U.S. Office of Personnel Management, Washington, DC

**Participants:**

- \* Edward J. Schmitz, Navy Recruiting Command, VA. A Labor Economist's View of America's Workforce Quality Crisis
- \* David S. Stern, School of Education, University of California at Berkeley. An Educational Researcher's View of America's Workforce Quality Crisis
- \* Gloria Farrow, Allstate Insurance Company, Northbrook, IL. A Human Resource Manager's View of America's Workforce Quality Crisis
- \* Marilyn K. Gowing, U.S. Office of Personnel Management, Washington, DC. An I/O Psychologist's View of America's Workforce Quality Crisis
- \* Robert Sykes, Target Stores, Minneapolis, MN. A Labor Relations Lawyer's View of America's Workforce Quality Crisis

**6:00 p.m.**

**Social Hour, The Society for Industrial And Organizational Psychology**

**MONDAY, AUGUST 19, 1991**

**9-9:50 a.m.**

**SYMPOSIUM: FEEDBACK REACTIONS, MEMORY FOR FEEDBACK AND SUBSEQUENT TASK PERFORMANCE**

Chair: Roseanne J. Foti, Virginia Polytechnic Institute and State University

**Participants:**

- \* Paul E. Levy, The University of Akron. The Target of Feedback Reactions
- \* Neil M. A. Hauenstein, Virginia Polytechnic Institute and State University. Self Motivation Theories and Memory for Performance Feedback
- \* Margery J. Hall, Training and Management Systems Division, Oak Ridge Associated Universities, Oak Ridge, TN. Task Based Performance Feedback and Subsequent Task Performance

**Discussant:**

Roseanne J. Foti, Virginia Polytechnic Institute and State University

**10-11:50 a.m.**

**SYMPOSIUM: THE IMPACT OF TECHNOLOGY: INDIVIDUAL, WORKGROUP, AND ORGANIZATIONAL PERSPECTIVES**

Chair: Jeffrey J. McHenry, Allstate Research and Planning Center, Menlo Park, CA

**Participants:**

- \* Steven D. Ashworth, Allstate Research and Planning Center, Menlo Park, CA. Organizational Change Due to New Technology: Levels of Analysis
- \* Marc B. Sokol, AT&T Bell Laboratories, Short Hills, NJ. Adaptation to Difficult Designs: Facilitating Use of New Technology
- \* Barbara A. Gutek, College of Business and Public Administration, University of Arizona. The Concept of Computer-Richness for Understanding Computer Use in Workgroups
- \* Katherine J. Klein, University of Maryland. Towards An Understanding of Organizational Differences in Computerized Technology Implementation
- \* Louis G. Tornatzky, Industrial Technology Institute, Ann Arbor, MI. Errors of Technology Policy and Program: Up, Down, Forward, Back

**1-2:50 p.m.**

**SYMPOSIUM: MULTI-RATER ASSESSMENT SYSTEMS: WHAT WE'VE LEARNED**

Chair: Marvin D. Dunnette, Personnel Decisions Research Institute, Minneapolis, MN

**Participants:**

- \* David P. Campbell, Center for Creative Leadership, Colorado Springs, CO. Assessing Leadership Characteristics Through Standardized Descriptive Scales and Multiple Observers
- \* Brian Davis, Personnel Decisions, Inc., Minneapolis, MN. Practical and Methodological Issues in Using the Management Skills Profile
- \* Dianne Nilsen, Center for Creative Leadership, Colorado Springs, CO. Understanding Self-Observer Discrepancies in Multi-Rater Assessment System
- \* Robert E. Kaplan, Center for Creative Leadership, Colorado Springs, CO. Adding Qualitative Data to Multi-Rater Assessment Systems

**Discussant:**

Gordon J. Curphy, U.S. Air Force Academy, CO

**2-2:50 p.m.**

**CONVERSATION HOUR: CONVERSATION WITH THE EDITOR:  
FRONTIERS VOLUME ON "WORK AND FAMILY"**

**Participant:**

Sheldon Zedeck, University of California at Berkeley

**3-4:50 p.m.**

**INVITED SYMPOSIUM: ORGANIZATIONS 2000:  
ORGANIZATIONAL ISSUES FOR THE FUTURE**

Chair: Christina G. Banks, Haas School of Business, University of California at Berkeley

**Participants:**

- \* Charles O'Reilly, Haas School of Business, University of California, Berkeley. Changing Organizational Culture
- \* Karlene Roberts, Haas School of Business, University of California, Berkeley. High Reliability Organizations
- \* Jonathan Leonard, Haas School of Business, University of California, Berkeley. The Future Legal Environment
- \* Robert E. Cole, Haas School of Business, University of California, Berkeley. Organizational Change and the Quality of Work Processes
- \* Christina G. Banks, Haas School of Business, University of California, Berkeley. The Future of Selection and Training

**5-5:50 p.m.**

**CONVERSATION HOUR: ASSESSING AND DEVELOPING BLACK MANAGERS**

Chair: Herdie E. Baisden, Personnel Decisions, Inc., Minneapolis, MN

**Participants:**

Debra A. Lewis, Personnel Decisions, Inc., Minneapolis, MN, and Barbara Walker, Digital Equipment Corporation, Framingham, MA, and Robert Tucker, Tucker Associates, New Haven, CT

**TUESDAY, AUGUST 20, 1991**

**9-9:50 a.m.**

**PAPER SESSION: JOB STRESS AND BURNOUT**

Chair: Christina Maslach, University of California at Berkeley

- \* Marc B. Sokol, AT&T Bell Laboratories, Short Hills, NJ, and John R. Aiello, Rutgers University, Implications for Team Focused Design of Street Management Training
- \* Richard W. Thoreson, Kelly A. Morrow, and Leslie A. Lukin, University of Missouri, and Patricia A. Frazier, University of Minnesota, Work Satisfaction and Stress in a Research University
- \* Barbara M. Byrne, University of Ottawa, Teacher Burnout: A Reexamination of Important Demographic and Environmental Factors

**10-11:50 a.m.**

**SYMPOSIUM: EXPLORING THE CONTRIBUTIONS OF  
PSYCHOLOGY TO SPORTS MANAGEMENT**

Chair: Larry Fogli, Core Corporation, Pleasant Hill, CA

**Participants:**

- \* Terry W. Mitchell, Sport Management Solutions, San Diego, CA. Using Biodata to Predict Success in Sports: A Conceptual Analysis
- \* Larry Fogli, Core Corporation, Pleasant Hill, CA. The Application of Assessment Methods for Staffing a Professional Sports Organization
- \* Jerry R. May, Department of Psychiatry and Behavioral Science, University of Nevada School of Medicine. Performance Enhancement Techniques
- \* Bruce C. Ogilvie, San Jose State University. Walking the Razors Edge in the Practice of Sports Psychology

**Discussants:**

Dan Finnane, Golden State Warriors, Oakland, CA  
Sandy Alderson, Oakland Athletics Baseball Company, Oakland, CA

**1-2:50 p.m.**

**SYMPOSIUM: AN EXPLORATION OF INDIVIDUAL DIFFERENCE CONSTRUCTS  
IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY:  
BECOMING "SELF" CONSCIOUS**

Chair: Jocelyne Gessner, University of Houston

**Participants:**

- \* Joan Rentsch, Wright State University. Exploring the Self-Concept Using the "Who am I?" Technique
- \* J.W. Cunningham, North Carolina State University. The Dimensionality of Work-Related Needs
- \* Debra Steele Johnson, University of Houston. The Role of Self-Consciousness in the Self-efficacy-Performance Relationship
- \* Rosalie J. Hall, University of Akron. Focusing on the Self in I/O Psychology: The Self-Consciousness Scale

**Discussant:**

Jocelyne Gessner, University of Houston

**1-2:50 p.m.**

**SYMPOSIUM: TORTS LAW IN PERSONNEL PRACTICE:  
PRIVACY RIGHTS VERSUS NEGLIGENCE LIABILITY**

Chair: K. Galen Kroeck, Department of Management, Florida International University

**Participants:**

- \* K. Galen Kroeck, Department of Management, Florida International University. Torts Involved in Background, Credit and Reference Checks
- \* Dana L. Farrow, Department of Management, Florida International University. Torts Involved in Drug and HIV Screening
- \* Scott L. Fraser, Florida International University. Torts Involved in Integrity Testing
- \* Gerald V. Barrett, University of Akron. Torts Involved in Employee Performance Appraisal Discipline and Termination
- \* Lori Gibaldi, Royal Caribbean Cruise Lines, Miami, FL. Torts Involved in Sexual Harassment Investigation

# Listen and Learn!

Listed below are many of the important sessions from the Sixth Annual Conference of the Society for Industrial and Organizational Psychology. Take the time to review the offerings below and complete the order form for the sessions you would like to have in your library.

## GENERAL SESSIONS

01. Presidential Address: Hugo Munsterberg: Visionary, Victim, or Voyeur?
07. Invited Address: Glass Ceiling and Other EEO Trends in the 90's
12. Invited Address: What did you Learn in School? Studies of Executive Education
37. Invited Address: Genetics, Twins and I/O Psychology
39. SIOP Luncheon and Business Meeting
41. Invited Address: Research at the Center for Creative Leadership 1976-1990: Seminal or Marginal?
47. Distinguished Scientific Contributions Award: A Bright Future for I-O Psychology?
- Invited Address: Abilities and Skill Acquisition
- 63A. Distinguished Professional Contribution Award: The PAQs of the I-O Psychology

## SYMPOSIA

03. Perceived Validity of Selection Procedures: Implications for Organizations (Two Cassettes)
04. Understanding Work Motivation Through Judgment and Decision Making (Two Cassettes)
09. Drug Testing in Organizations: Validity, Utility, and Individuals' Reactions (Two Cassettes)
10. Integrating Career and Family: High Achieving Women Researchers Tell How They Did It (Two Cassettes)
13. Integrity Tests: Reports from OTA (U.S. Congress) and APA (Two Cassettes)
- 13A. Measurement Issues in Job Analysis: New Approaches to Old Problems (Two Cassettes)
14. Aging and Job Performance (Two Cassettes)
15. Realistic Job Previews, Expectations, and Met Expectations: Some Alternative Views
17. Investigating the Construct Validity of a Job Performance Measurement System (Two Cassettes)
18. Employee Selection for Physically Demanding Jobs Under the Americans with Disabilities Act (Two Cassettes)
21. The Long Road to Understanding Performance: Construct Validation of Criteria (Two Cassettes)
22. Establishing Cutoff Scores: Integrating What We Do Know (Two Cassettes)
23. Employee Privacy Rights From Three Perspectives: A Lawyer's Perspective, the Employer's Perspective, and the Employee's Perspective (Two Cassettes)
24. On the Brink: Leadership and the Ethical use of Power (Two Cassettes)
- 24A. Selecting Supervisors from a Technical Workforce (Two Cassettes)
25. Psychological Attachments to Work Organizations
26. Developing Racially-Integrated Teams at the Managerial Level
- 28A. Multi-Media Computerized Assessments of Individuals
29. Advocating For I/O Issues in Legislation: Lessons Learned
30. Current Work on the Nature and Functioning of Goals
32. System Approaches to Performance Appraisal: Challenge of an Alternative Paradigm (Two Cassettes)
33. Understanding the Work Experience Construct in Personnel Research and Practice (Two Cassettes)
34. Academic-Practitioner Worlds: Can we be Scientist-Practitioners (Two Cassettes)
38. Agreeing to Disagree: Determinants and Outcomes of Self-Other Feedback Congruence (Two Cassettes)
40. Advances in Research Methods and Data Analytic Strategies (Two Cassettes)
42. German Unification: Implications for Industrial/Organizational Psychology in Europe (Two Cassettes)
44. The Scientist-Practitioner Dilemma: Putting Scientific Advancements Into Practice (Two Cassettes)
46. Training as an Integrated Activity: An Organizational System Perspective (Two Cassettes)
52. I/O Psychology Masters Level Training: Reality in Search of Legitimacy (Two Cassettes)
53. Job Analysis for Test Development: Some Methodological Issues (Two Cassettes)
54. Impression Management in Organizations (Two Cassettes)
55. Dynamic Criteria: Are we Shooting at a Moving Target? (Two Cassettes)
56. Automated Training: Promise and Payoff (Two Cassettes)
57. Current Directions in Self-Appraisal Research (Two Cassettes)
58. Dispositions and Work Outcomes (Two Cassettes)
59. Controlling Employee Health Costs: A New Frontier for Applied Psychology (Two Cassettes)
61. Understanding and Enhancing Training Effectiveness: A Broader Perspective
- 61A. Shifting Placement Decisions from the Organization to the Individual (Two Cassettes)

63. Working with the Organizations of the Future (Two Cassettes)
66. Interpersonal Influence Tactics in Organizations: Antecedents and Consequences (Two Cassettes)
67. Personality Measurement: Back to the Future
68. Science Meets Practice: Performance Appraisal in Context (Two Cassettes)
70. Methods and Tools for Understanding Teamwork: Research with Practical Implications? (Two Cassettes)
72. Affect as Cause and Consequence of Behavior in Organizations (Two Cassettes)
73. Individuals' Reactions to Job Characteristics: Physiological, Endocrinological, and Health Criteria (Two Cassettes)

## MASTER TUTORIALS

- 16A. Personality Disorders and Organizational Performance
69. Behavior Analysis for Organizational Research (Two Cassettes)

## PANEL DISCUSSIONS

02. Conversation Hour: Dr. Wolfram Boucsein: Psychophysiology in the Workplace
08. Staffing and Managing Management Teams
28. Roundtable Session: Perceived Control at Work: Where are we Going?; I/O Licensure: To be or not be a "Psychologist"
36. Roundtable Session: Internships and I/O Psychology: A Student's Perspective; Behavioral Troubleshooting: A Computer-Based System for Diagnosing Team Problems
43. Roundtable Session: Americans with Disabilities Act of 1990--Implications for I/O
45. The APS-SIOP Connection: Exploring Areas of Mutual Interest and Benefit
60. Interactions Among Personal and Role Attributes in Performance Appraisal: Implications for Theory and Practice
64. The Implementation of Technological Innovation: Theory, Research, and Practice (Two Cassettes)
71. Validation in the 1990s: Legal, Social, Demographic, and Professional Issues (Two Cassettes)
74. Internationalizing I/O Psychology in Developing Countries: Research, Practice, and Education

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## 1991 ANNUAL CONFERENCE - WOW!!!

Ron Johnson  
Virginia Tech

You really should have been there! In fact, it seems as though most of you were in St. Louis for the sixth annual SIOP Conference. Registration for the conference exceeded 1300. The registration figure was a most pleasant surprise, especially in these times of reduced travel budgets in both the public and private sectors. As you may learn elsewhere in this issue, the twelve workshops filled to capacity and it was necessary to turn away individuals interested in participating. In both 1989 (Boston) and 1990 (Miami), more than 1000 persons registered for the conference and I had optimistically hoped for as many as 1100 for St. Louis. The numbers were very gratifying for the many individuals who had worked so hard to make the St. Louis conference a quality conference.

While SIOP has an excellent record for hosting outstanding annual conferences, the St. Louis Conference appeared to be especially successful. The large number of registrants was matched by high quality workshops, an outstanding hotel/conference facility, a stimulating three days of program, and even two St. Louis Cardinal victories for the baseball fans.

It is not possible for me to name all of the individuals who played a part in making St. Louis such a great success and I know that there is a risk that I may inadvertently overlook someone who provided some of the leadership.

However, I do want to thank several individuals who worked very hard for the sixth annual conference. The Society owes a special thank you to: Mike Campion, Program Chair (he tells us the program had more than 500 participants); Elliott Pursell and Steve Doerflein, workshop co-chairs; Jay Thomas, Workshop Registrar; Beth Martin, Conference Registration Chair; and Jim Breagh, Local Arrangements Chair. In addition, special assistance was also provided by Tom Ruddy, Kay Harwood, and Dennis Dossett. As always, the registration process was facilitated by the work of graduate students and many Society members served on the various committees. The SIOP annual conference is the result of many hours of work by many volunteers. The result continues to be outstanding.

## NEW SIOP DUES SCHEDULE

**Manny London**  
**Financial Officer**

You may recall that last year the Executive Committee changed the end of the fiscal year from August 31st to April 30th. In this way, our fiscal year culminates with the SIOP Conference, rather than with the APA meeting. For financial planning purposes, it would be helpful to collect our dues coincident with the start of the new fiscal year, rather than in September. Toward that end, the Executive Committee decided to change our dues cycle by sending dues statements to members in May. During this transition year only, dues will be prorated down \$5.00. This is approximately 2/12th (\$5.32) rounded to the nearest dollar in favor of SIOP. Therefore, dues will be \$27 if paid by July 15th. After July 15th, full dues (\$32) plus a \$5.00 late fee will be required (for a total of \$37). Retirement and student dues will be prorated to \$8.50 if paid before July 15th, with full retirement and student dues of \$10 required if paid after that date with no late fee. Please pay early and save.

## SIOP Awards

**William K. Balzer**

A number of individuals were honored at the 1991 business meeting of the Society for Industrial and Organizational Psychology. The following individuals were presented with awards sponsored by the Society.

**Charles H. Lawshe**, a self-employed management consultant and professor emeritus of Purdue University, was named winner of the 1991 Distinguished Professional Contributions Award in recognition of his outstanding contributions to the practice of industrial and organizational psychology. The citation that accompanied his award states:

Dr. Charles H. Lawshe may appropriately be awarded special recognition for his contributions to the professional practice of psychology in employing organizations. His students learned to be "scientist-practitioners" before that term was invented. To Dr. Lawshe, the professional role of the psychologist was clear: to define work-related problems, to apply to them knowledge from all of psychology, and to design and carry out the needed research when the existing literature did not speak to the problem at hand. As one of the most-cited applied researchers in the 1940s and early 1950s, he played a pivotal role in shaping the procedures and direction of industrial psychology. What we now call organizational psychology was part of the direction he promoted as he worked on compensation systems, did attitude surveys, and initiated research on work motivation and supervisory span of control.

To his students, he preached practicality, and he practiced what he

preached. For example, he preached that

- what is done should have a solid research foundation, and he developed new approaches to research on highway safety, test construction, and job evaluation
- he preached that well-designed research, with the best of analyses, is not useful if the results cannot be understood by those who must act on them; he consistently practices the art of plain talk.
- he preached that a psychologist must think carefully, and with practicality, about problems, and must not accept sloppy thinking of others; one of his former students has accurately described Dr. Lawshe's thinking as "concise, surgically sharp in problem definition, and analytically creative."
- he preached that employees should have a say in decisions that affect them. He once defined ego-involvement by saying, "if you get the other guy in the boat with you, he won't drill a hole in it").
- he preached that real-world problems require essentially simple approaches, without superficial details or frills—what counts is results, not effort; he has developed a practical, no-nonsense approach to job analysis, and its results hold up in litigation.

Dr. Lawshe's major contribution to professional practice may be his students. As an academic, he was not interested in preparing academics; he was developing people to become practicing psychologists in business, governmental, or military organizations. From the beginning, his students learned organizational realities by going along with him on consulting assignments and field research. The importance of his contributions can be seen in his many students who have become influential members of the organizations they joined, doing and supporting applied research and, often, rising to high management positions. The Society for Industrial and Organizational Psychology can be proud to recognize C.H. Lawshe for his many Distinguished Professional Contributions.

In view of these superb contributions, the Society for Industrial and Organizational Psychology is pleased to present its 1991 Distinguished Professional Contribution Award to Charles H. Lawshe.

**John P. Campbell**, Professor of Psychology and Industrial Relations at the University of Minnesota, received the 1991 Distinguished Scientific Contributions Award in recognition of his outstanding contributions to the science of industrial and organizational psychology. The citation that accompanied his award reads:

John Campbell has made numerous exemplary and distinguished contributions to the progress of psychological science and application. Most notably, John Campbell was the architect and serves as the Chief Scientist of Project A, the most comprehensive investigation of the measurement and meaning of

human differences ever undertaken. Of no lesser importance, John Campbell was the senior author of *Managerial Behavior, Performance and Effectiveness* (with Dunnette, Lawler, and Weick), a classic that is one of the most cited and most influential works in our field.

John Campbell is a clear thinker who has directed his penetrating analyses and elegant writings to very facet of our field:

Psychometrics—for example, his book with Ghiselli and Zedeck on the *Theory of Psychological Measurement*,

Motivation—for example, his handbook chapter with Pritchard entitled "Motivation Theory"

Training and development—for example, his 1971 *Annual Review* chapter;

Organizational effectiveness—for example, his research begging with brainstorming and sensitivity training followed by more recent work on conceptualizations of effectiveness

Research process—for example, his book with Hulin and Daft on "What to Study,"

Finally, in the area of Productivity—for example, the *Frontiers* book with Richard Campbell

The quality of his early publications led to quick visibility and continuing contributions. He became a full professor at Minnesota in 1971, Fellow of APA in 1972, President of Division 14 in 1977, and Editor of the *Journal of Applied Psychology* in 1977. He followed that with service for numerous groups: SIOP, APA, the Department of Defense, and the National Academy of Sciences, to name a few.

The biographical facts portray a sterling record. They merely hint, however, at the qualities of John Campbell, the man: the excellence and comprehensiveness of his scholarship, the precision and economy of his speaking and writing, the initiative and persistence of his inquiry, and the depth and strength of his commitment to Industrial and Organizational Psychology.

In view of these superb contributions, the Society for Industrial and Organizational Psychology is pleased to present its 1991 distinguished Scientific Contribution Award to John P. Campbell.

Mary L. Tenopyr, Director of Selection and Testing at AT&T, was named winner of the 1991 Distinguished Service Award in recognition of her sustained, significant, and outstanding service to the Society of Industrial and Organizational Psychology. The citation that accompanied her award reads:

Dr. Tenopyr has served industrial and organizational psychology in so many ways that it is impossible to enumerate all of them.

As an elected officer of the Society, she served as Secretary-Treasurer, President-elect, President, and Past-President.

As chair and member of Society committees, she chaired the Awards Committee; served on the Education and Training Committee; worked on the writing committees that produced the three editions of the *Principles for the Validation and Use of Personnel Selection Procedures*; and served on the Executive Committee for 13 years.

Dr. Tenopyr has represented the society in numerous other organizations, most notably the American Psychological Association, on the Council of Representatives, Board of Professional Affairs, Education and Training Board, and Committees on Continuing Scientific Awards, and Union Negotiations. In addition, she has been involved in the National Academy of Sciences, the American Society for Personnel Administration, the ASPA Foundation, and her State Psychological Association.

She is also active in the Psychometric Society, the American Educational Research Association, the National Council on Measurement in Education, the International Association of Applied Psychology, and the American Psychological Society, and serves on the editorial board of the *Journal of Applied Psychology* and as an Associate Editor of the *American Psychologist*.

Dr. Tenopyr has been vigilant and outspoken wherever I/O issues are involved, and she has assured through her writings and speaking that the Society's positions are respected in ongoing deliberations, wherever they may happen to occur. Her activities in support of sound personnel practice have been intense, steadfast, of the highest quality, and of extended duration. She has been a model of the effective scientist-practitioner, guiding, supervising, and encouraging younger psychologists both within the Society and in AT&T. Her knowledge, indefatigability, sense of humor, and loyalty to her profession are invaluable traits which have made her services to the Society truly extraordinary.

In recognition of her many and important service contributions, the Society for Industrial and Organizational Psychology is pleased to present its 1991 Distinguished Service Award to Mary L. Tenopyr.

Rodney A. McCloy was named winner of the 1991 S. Rains Wallace Dissertation Award in recognition of the best doctoral dissertation in the field of industrial and organizational psychology. Dr. McCloy's dissertation, entitled "A New Model of Job Performance: An Integration of Measurement, Prediction, and Theory," was completed at the University of Minnesota under the direction of Drs. Marvin Dunnette and John Campbell. In addition, Kirk O'Hara received Honorable Mention for the 1991 S. Rains Wallace Dissertation Award for his dissertation entitled "Employee Movement Through Organizations: A Three-Dimensional Model of Organizational Structure." His



dissertation was completed at Central Michigan University under the direction of Terry Beehr.

We are also pleased to recognize **Amy Schwartz, Wayne Hall, and Jennifer Martinneau** of the Pennsylvania State University for their winning of the Robert S. Wherry Award for Best Paper at the 1990 IO/OB Graduate Student Convention. Their paper, entitled "Feedback Seeking and Attributional Context: The Effects of Supervisory Ratings" was sponsored by Jim Farr.

The Edwin E. Ghiselli Award for Research Design was withheld this year.

## New SIOP Fellows

**Rich Arvey**

**Michael Campion:** Noted for his contributions and work in the area of work design and redesign and physical ability testing.

**Paul Richard (Dick) Jeanneret:** Best known for his work on the Position Analysis Questionnaire, comparable worth, and job analytic issues.

**Ruth Kanfer:** Well known for her work on work motivation, self-control and self-regulation processes.

**Martin Evans:** Known for his work on quantitative methods and path-goal theory of leadership.

**Hobart (Bart) Osborn:** Well known for his contributions in the quantitative arena and validity generalization methods.

**Denise Rousseau:** Best known for her work on levels of analysis issues in organizational behavior and work on technology in organizations.

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## Report on Efforts to Revise SIOP's Licensure Position

**Neal Schmitt**

SIOP has opposed the licensure of I/O psychologists in concept while also holding that those I/O psychologists who wished to be licensed should not be precluded from licensure by overly restrictive and inappropriate requirements that were devised for health care practitioners. Over several years, some I/O psychologists found this position inadequate and inconsistent. During her presidential year, **Ann Howard** asked for a reexamination of this position by three committees: Professional Affairs (Chair: **Bob Boldt**), Education and Training (Chair: **Ron Downey**), and State Affairs (Chair: **Vicki Vandaveer**).

The Professional Affairs Committee revised the APA model act for state licensure (American Psychological Association, 1987) to reflect an antilicensure stance and proposed that it be adopted as SIOP's official position on licensure. In January of 1990 SIOP's Executive Committee voted to adopt this position. At that time, I also appointed a special committee (**Goldstein, Howard, Vandaveer, Boldt, Downey, Howell, and Landy**) to make final changes in this statement. In addition, the panel was charged with the responsibility of (A) developing a "preamble" explaining our position, (B) developing a definition of an I/O psychologist (i.e., the type of person that should be exempt from licensure), and (C) developing an action plan that would result in implementation of our position at the state level.

We did finish the task of developing a final version of the model licensing act. However, we have failed to produce anything close to consensus on the other elements of our charge. At the January, 1991 Executive Committee meeting we recommended that our effort be discontinued as we did not believe a consensus statement was possible and perhaps not desirable.

However, we did feel that the documents we produced stated positions and arguments that would be educational and useful if shared with the SIOP membership. Therefore, in the following pages, we have reproduced: (PART I) the final version of our revision of the APA model licensure act; (PART II) a draft of a preamble we hoped would provide a history and explanation for our stance on licensure; and (PART III) a statement of what we consider to be an I/O psychologist and how competencies in I/O Psychology are developed. In addition to these documents we have statements from **Paul Thayer** and **Irv Goldstein** and **Vicki Vandaveer** who express additional opinions about the licensure issue and the potential impact of licensure on the science and practice of I/O Psychology. We are publishing these materials with the hope that they will promote a greater understanding of the complexity of the issues involved in licensing. I suspect that SIOP members will have a variety of reactions to these statements and hope that they will add their views to our debate.

Finally, I wish to thank the members of the special committee who engaged in many hours of thoughtful debate on these issues. Special appreciation is due **Ann Howard** who recognized the need for a reexamination of our licensure position and who drafted and redrafted the statements which follow.

### PART I

## Revised Model Act for the Licensure of Psychologists

(Changes from APA version are underscored.)

### A. Declaration of Policy

The practice of psychology in (name of state) is hereby declared to affect the public safety, and welfare, and to be subject to regulation to protect the public from the practice of psychology by unqualified persons and from unprofessional conduct by persons licensed to practice psychology. For some psychological services the welfare of the public is protected from unprofessional or incompetent services by sanctions of professional societies or existing laws affecting public commerce that apply to a

broad spectrum of professionals and other individuals. To supplement this protection, licensure [Licensure] is established to protect members of the public whose judgment or reasoning abilities may accrue special vulnerability due to mental or emotional disorders or disease.

## B. Definitions

1. Board means the (name or state) state Board of Examiners of Psychologists.
2. Institution of higher education means any regionally accredited institution of higher education in the United States, including a professional school, that offers a full-time doctoral course of study in psychology that is acceptable to the Board. For Canadian universities, it means an institution of higher education that holds recognized membership in the Association of Universities and Colleges of Canada.
3. Practice of psychology is defined as the observation, description, evaluation, interpretation, and modification of human behavior by the application of psychological principles, methods, and procedures, for the purpose of preventing or eliminating symptomatic, maladaptive, or undesired behavior and of enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health, and mental health. The practice of psychology includes, but is not limited to, psychological testing and the evaluation or assessment of personal characteristics, such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning, counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy; diagnosis and treatment of mental and emotional disorder or disability, alcoholism and substance abuse, disorders of habit or conduct, as well as of the psychological aspects of physical illness, accident, injury or disability; and psychoeducational evaluation, therapy, remediation and consultation. Psychological services may be rendered to individuals, families, groups, and the public. The practice of psychology shall be construed within the meaning of this definition without regard to whether payment is received for services rendered. (See Section J for exemptions.)
4. Psychologist: any person who represents himself or herself to be a psychologist if that person uses any title or description of services incorporating the words psychology, psychological, or psychologist, or if he or she possesses expert qualification in any area of psychology, or if that person offers to the public, or renders to individuals or to groups or individuals services defined as the practice or psychology in this Act.

## C. State Board of Examiners of Psychologists

There is hereby created the (name of state) State Board of Examiners of Psychologists. The Board shall consist of minimally five licensed psychologists and one public member. At least two members shall be engaged full-time in the doctoral teaching and training of psychologists, and at least two members shall be engaged full-time in the professional practice of psychology. Psychologists Board members shall be licensed to practice in this state.

Each psychologist serving on the Board shall have a minimum of five years of post licensure experience. Board members shall reflect a diversity of practice specialties.

Board members shall be appointed who are free from conflicts of interest in performing the duties of the Board. A public member shall not be a psychologist, an applicant or former applicant for licensure as a psychologist, a member of another health profession, or a member of a household that includes a psychologist, or otherwise

have conflicts of interest or the appearance of such conflicts with duties as Board members. Appointments to the Board shall be made by the duly constituted appointing authority in this state. The appointing authority in this state shall solicit nominations from psychological organizations and licensed psychologists in this state. The term of office shall be five years, with provision for reappointment for one additional term. Lengths of terms of Board members shall be staggered. The Board as first constituted shall have two members, including the public member appointed for five years; one member appointed for four years; two members appointed for three years; and one member appointed for two years.

In addition to the powers set forth elsewhere in this Act, the Board may adopt rules and regulations to carry out the provisions of this Act.

The Board shall, from time to time, establish reasonable fees for the issuance and renewal of licenses and its other services. Fees shall be set so as to defray the cost of administering the provisions of this Act, including applications, examinations, enforcement, and the cost of maintaining the Board.

A member of the Board or any employee or agent of the Board shall not be held civilly liable for any act performed in good faith and the scope of the duties of the Board.

## D. Requirements for Licensure

### 1. Educational Requirements

Applicants for licensure shall possess a doctoral degree in psychology from an institution or higher education. The degree shall be obtained from a recognized program of graduate study in psychology as defined by the rules and regulations of the Board.

By 1995 applicants who seek licensure or engage in the diagnosis and or treatment of mental or emotional disturbances or disorders, or to provide expert testimony in these areas shall have completed a training program accredited by the American Psychological Association (APA). In areas where no accreditation exists, applicants for licensure shall have completed a doctoral program in psychology that meets recognized acceptable professional standards as determined by the Board. When a new specialty of professional psychology is recognized as being within the accreditation scope of the APA, doctoral programs within that specialty will be afforded a transition period of eight years from their first class of students to the time of their accreditation. During that transition period, graduates of such programs may sit for licensure examination whether or not the program has been accredited. The same principle applies as well to new doctoral programs of specialties previously recognized within the scope of APA accreditation.

Applicants trained in institutions outside the United States shall meet requirements established by the Board.

### 2. Experience Requirements

For admission to the licensure examination, applicants shall demonstrate that they have completed two years of supervised professional experience, one year of which shall be postdoctoral. The criteria for appropriate supervision shall be in accordance with regulations to be promulgated by the Board. Postdoctoral experience shall be compatible with the knowledge and skills acquired during normal doctoral or postdoctoral education in accordance with professional requirements and relevant to the intended area of practice. Applicants shall be

required to show evidence of good character, that is, that they have not been convicted of a criminal offense that bears directly on the fitness of the individual to be licensed.

### 3. Examinations

[[[This section had no actual suggestion for the Act—only the comments below]]]

APA recommends that the Act specify the requirements for examination and the conditions under which the Board is authorized to waive examination. All examinations serve the purpose of verifying that a candidate for licensure has acquired a basic core of knowledge in the discipline of psychology and can apply that knowledge to the problems confronted in the practice of psychology. Boards should clearly specify the conditions under which the endorsement of another license will be wanted. The Board shall administer examinations to qualified applicants on at least an annual basis. The Board shall determine the subject matter and scope of the examinations and shall require a written, and oral examination of each candidate for licensure. The Board at its discretion, according to rules and regulations promulgated by the Board, may waive said examination of the candidate for licensure.

### 4. Prior Credentials

A person who is licensed as a psychologist under the provisions of (cite relevant section(s) of licensing law) as of the effective date of this Act shall be deemed to have met all requirements for licensure under this Act and shall be eligible for renewal of licensure in accordance with the provisions of this Act.

## B. Interstate Practice of Psychology

Nothing in this Act shall be construed to prohibit the practice of psychology in this state by a person holding an earned doctoral degree in psychology from an institution of higher education who is licensed or certified as a psychologist under the laws of another jurisdiction, provided that the aggregate of sixty (60) days of professional services as a psychologist per year under the provision of this subsection is not exceeded.

## F. Temporary Authorization to Practice

A psychologist licensed or certified under the laws of another jurisdiction may be authorized by the Board to practice psychology as defined in this Act for a maximum of one year provided that the psychologist has made application to the Board for licensure and has met the educational and experience requirements for licensure in this state. Denial of licensure terminates this authorization. The Board may choose to waive examination if a psychologist has been licensed in another jurisdiction on the basis of qualifications that are not less than those required for licensure in this state.

## G. Limitation of Practice

The Board shall ensure through regulations and enforcement that licensed psychologists limit the scope of their practice to demonstrated areas of competence as documented by relevant professional education, training, and experience.

## H. Inactive Status

A psychologist in good standing who will not be practicing in the state for at least one year may petition the Board to have his or her license placed on inactive status without penalty. When such psychologist wishes to return to practice, an application shall be made to the Board, which shall reinstate him or her upon payment of the

registration fee for the current year.

## I. Practice Without a License

It shall be a violation of this Act for any person not licensed in accordance with the provisions of this Act to represent himself or herself as a psychologist. It shall be a violation of this Act for any person not licensed in accordance with the provisions of this Act to engage in the practice of psychology as defined in this Act, whether practicing as an individual, firm, partnership, corporation, agency or other entity.

Any person who shall represent himself or herself as a psychologist in violation of this Act, or who shall engage in the practice of psychology in violation of this Act, shall be guilty of a misdemeanor and shall be fined not less than \_\_\_\_ dollars and not more than \_\_\_\_ dollars and, in addition thereto, may be imprisoned for not more than \_\_\_\_ months. Each day such person shall practice psychology without meeting all the requirements of all laws now in force and of this Act shall constitute a separate offense. Any person filing or attempting to file, as his or her own, a diploma or license of another or a forged affidavit of identification shall be guilty of a felony and shall be subject to the punishment prescribed for forgery in the second degree.

Whenever a license to practice as a psychologist in the state has been suspended or revoked, it shall be unlawful for the person whose license has been suspended or revoked to practice psychology in this state. The Board may issue, with or without examination, a new license whenever it deems such course safe and just.

The Board on its own motion may investigate any evidence or allegation that appears to show that any person is or may be in violation of any provision of this Act.

## J. Exemptions

1. Nothing in this Act shall be construed to prevent the teaching of psychology, the conduct of psychological research, or the provision of psychological services or consultation to public and private organizations, and individual members therein so long as such teaching, research, or provision or services does not involve the supervision and/or delivery of direct psychological services to individuals seeking diagnosis or treatment of mental or emotional disturbance or disorder. Nothing in this Act shall prevent the provision of expert testimony by psychologists who are otherwise exempted by this Act. Persons holding an earned doctorate degree in psychology from an institution of higher education as defined in this Act may use the title "psychologist" in conjunction with the activities permitted by this subsection.

Exempt from licensure under this act are psychologists engaged in the creation, validation, and use of tools to assess the background and personal characteristics of (a) applicants and incumbents seeking a new position within an organization or business, (b) persons seeking guidance regarding their careers or vocational aptitudes, and (c) persons requiring special trust of their employer or the public in the conduct of their jobs. Likewise, exempt from licensure are psychologists who (a) provide expert testimony in court cases not involving a legal determination of mental or emotional disorder or disease, (b) consult with either the leaders or members of organizations or businesses regarding appropriate application of behavioral science knowledge and technology to benefit organizational, business, or member goals, and (c) administer interviews and surveys for the purposes of improving the quality of life of individual members or the enhanced effectiveness of an organization or business.

2. Nothing in this Act shall be construed to prevent members of other recognized professions that are licensed, certified, or regulated under the laws of this state

from rendering service consistent with their professional training provided that they do not represent themselves to be psychologists. Duly recognized members of the clergy shall not be restricted from functioning in their ministerial capacity, provided that they do not represent themselves to be psychologists.

3. Individuals who have been certified as school psychologists by the (cite relevant state education authority of statutory provisions) shall be permitted to use the term "school psychologists" or "certified school psychologist." Such persons shall be restricted in their practice to employment within those settings under the purview of the state board of education. By 1995 such exempted persons should be certified by the state board of education on the basis of having completed a program for the preparation of school psychologists that is accredited by a specialized professional accrediting body recognized by the Council of Postsecondary Accreditation.
4. Nothing in this Act shall be construed to prevent persons from engaging in activities defined as the practice of psychology, provided that such persons shall not represent themselves by the title "psychologist." Such person may use the terms "psychological trainee," "psychological intern," "psychological resident," and "psychological assistant" provided further that such persons perform their activities under the supervision and responsibility of a licensed psychologist in accordance with regulations promulgated by the Board. Nothing in this section shall be construed to apply to any person other than:
  - (a) a matriculated graduate student in psychology whose activities constitute a part of the course of study for a graduate degree in psychology at an institution of higher education;
  - (b) an individual pursuing doctoral training or experience in psychology including persons seeking to fulfill the requirements for licensure under the provisions of this Act; or
  - (c) a qualified assistant employed by, or otherwise directly accountable to, a licensed psychologist. The Board in regulations shall determine the number of assistants that a psychologist may employ and the conditions under which they will be supervised.

[The remainder are subheadings under which we proposed no changes to the APA model act. The interested reader can consult these sections in the *American Psychologist* article referenced below.]

- K. Grounds for Suspension or Revocation of Licenses
- L. Board Hearings and Investigations
- M. Privileged Communication
- N. Severability
- O. Effective Date

#### REFERENCES

- APA Committee on Legislation. (1967). A model for state legislation affecting the practice of psychology 1967: Report of the APA Committee on Legislation. *American Psychologist*, 22, 1095-1103.
- American Psychological Association. (1987). Model act for state licensure of psychologists. *American Psychologist*, 42, 696-703.

## PART II

### Preamble: History and Explanation of SIOP Position on Licensure

#### Introduction

For many years industrial and organizational (I/O) psychologists have debated the issue of licensing and certification of members of the field. On the one hand, I/O psychologists do not offer "health care" in the same sense that clinical psychologists do. Thus, the issue of protecting a vulnerable public from inferior practice has seemed to be a remote issue. On the other hand, licensing has become a fact of life in most states and many state licensing laws are written in a way that might prohibit I/O psychologists from practice of their profession without a license. Further, such laws might well represent an obstacle to availing a "public" of a valuable resource in the conduct of individual and organizational activities. Thus, while it would seem that many of the activities of I/O psychologists would not require a license, in many states, the pragmatist would obtain one nonetheless. But the second position, that of the pragmatist, is problematic in the current licensing environment. Few licensing boards make a distinction among specialty areas of psychology. As a result, the same licensing requirements are applied to health care providers and I/O psychologists who seek licensure. Thus, the whole question—not only "if" but also "how" has been an area of continued discussion and debate for I/O psychologists.

This document will attempt to describe why licensing models for health-care psychologists are unsuitable for I/O specialists. Suitability will be addressed in two ways. The first way relates to the activities of I/O psychologists and how they differ from health care providers. This will represent an argument for exempting I/O psychologists from health-care models of licensure. In Part I of this series we presented a modification of APA's model licensure law that provides for such exemption.

This problem reaches its most extreme expression where state laws "exempt" I/O psychologists from obtaining a license but at the same time incorporate activities that I/O psychologists perform within their definitions of the practice of psychology which requires a license. In this case, I/O psychologists' activities cannot be performed without a license, but I/O psychologists are prohibited from obtaining a license. This "Catch-22" situation represents the worst possible alternative. In this case, we would argue that if a license is deemed necessary for the practice of I/O psychology by a State Board of licensing, then they must be aware of what I/O psychologists do, where they do it, and how they are trained. Part III of this series provides such a description. This description would permit boards to modify licensing procedures to more reasonably reflect the activities and training of I/O psychologists.

At first glance, these three documents (Parts I, II, and III) might seem inherently contradictory. On the one hand, we argue against the need for licensing. On the other hand, we appear to provide the mechanism by which current licensing procedures can be adapted to the practice of I/O psychology. In fact, these are not inconsistent positions. It is our desire to develop a framework that will permit I/O psychologists to serve the public in a wide variety of settings. Exemption from licensure is the most direct means to achieving that goal. Nevertheless, if exemption precludes the practice of I/O psychology, then we are opposed to such a draconian view of exemption. Instead, we would opt for a less appealing (but workable) modification of licensing laws and procedures. Our firm position is that we will oppose any form of regulation that prevents I/O psychologists who have the skills, training and background described in the second part of this document from offering those skills and experience to those who would benefit from this application.

The primary recommendation that states exempt the practice of I/O psychology from regulation by health-care models of licensing should not be taken to suggest that I/O practice exist without government regulation or oversight; only that licensing of individual I/O practitioners is an unnecessary method for doing so. Current licensing provisions in most states do not fit I/O psychologists. If enforced, some I/O psychologists could not be licensed and, as a result would not be able to offer their services to the public. Some I/O psychologists have found it impossible to

obtain jobs that require licensure even though they are otherwise qualified to do the work required by the position. This is unfortunate since both the public and the I/O psychologist benefit from that practice. Some I/O psychologists have applied for licensure and been denied because of failure to meet education and/or supervision requirements that were designed by and for health service providers. Again, this denies the I/O psychologist an opportunity to practice and the public, an opportunity to benefit from that practice. In both of these instances (choosing not to practice and being denied a license based on inappropriate procedures), there are no winners. The psychologist loses, the public loses, and the licensing board has wasted its time on an irrelevant exercise.

On a few occasions, board rules and regulations have been modified to accommodate I/O psychologists, but only with a great deal of time and commitment on the part of I/O psychologists. And, as we shall see later in this document, this accommodation frequently necessitates constraints on the evaluation of health-care practitioner. If an accommodation is to be made, it must be based on a more accurate view of what I/O psychologists do and how they are trained. This description appears in PART III.

States are urged to modify their rules as needed to follow the spirit of the recommendations presented here. We recognize that states may respond in different ways to what we propose, but our fundamental objective is to assure that I/O psychologists be treated equitably in light of the ways that their training and practice differ from those of health care psychologists. We will oppose any form of regulation that prevents competent I/O psychologists from offering their skills and experience to members of the public who would benefit from their practice.

This document has been prepared by a special SIOP panel convened to consider SIOP's approach to licensure. In this document, (PART II) we present our rationale for exempting I/O Psychologists from licensure. The historical reluctance of SIOP's leadership to accept the regulations promulgated within the health-care context is documented, and a rationale is provided to support exemption of I/O psychologists from licensing. It is argued that licensing is unnecessary for I/O psychologists because the clients of I/O psychologists are not likely to be "impaired" or vulnerable in the same sense as is a client of a clinical psychologist. Further, regulatory mechanisms other than licensing may be more effective than licensing for controlling human resources practice. In addition, there are special difficulties inherent in regulating I/O practice through licensing. These difficulties include the breadth and diversity of I/O training models, the extent of subspecialization, and the prevalence of national practice. It is also argued that licensing of I/O psychologists may have unintended effects which could endanger the public rather than protect it. This is particularly true of licensing requirements which may deter competent I/O psychologists from applying their skills voluntarily or if the effect of inappropriate licensing procedures is to deny licenses to competent I/O psychologists.

I/O psychology is different from health-care psychology by a definition and a description of a typical training model for preparing professionals. Formal I/O programs should include basic psychology training; extensive development of research skills, including techniques of intervention into organizations; and development of knowledge and skills in four core I/O domains: psychosocial influences on work behavior, understanding human performance in organizations, optimizing human resources, and organization theory. A variety of content areas are subsumed within the four core domains, and differences in breadth and emphasis of different formal programs is noted. Because a large proportion of I/O psychologists develop their competencies outside of formal I/O course work, various training options are also described. I/O training is more completely described in PART III.

A modification of the American Psychological Association's (1978) model licensing act was presented above in PART I for the purpose of specifying the preferred model of exemption for I/O psychologists. Licensing is confined to those engaging in the "diagnosis or treatment of mental or emotional disturbances or disorders." Exemptions are offered that delineate the practice of I/O psychology from that of health-care psychology. Exempted are those psychologists assessing the background and personal characteristics of applicants or incumbents seeking new positions, and persons seeking advice in making decisions regarding their careers. Also exempt are those who provide expert testimony not involving mental or emotional disturbances, consult with organiza-

tional leaders or members regarding the application of behavioral science knowledge, and administer interviews and surveys to enhance employee quality of life or organizational effectiveness. As indicated earlier, however, if such "exemption" has the effect of limiting the practice of I/O psychology, then we are firmly opposed to such a narrow view of permitted practice and would argue against such exemption and argue for modifications of existing licensing procedures.

### Rationale for Exempting I/O Psychologists From Licensure

Historically, SIOP has consistently opposed regulating I/O psychologists by licensing and related mechanism proposed by the American Psychological Association. I/O psychology was brought into the purview of licensing by the APA model guidelines of 1967 and by state laws and regulations. Persistent attempts by APA to bring I/O psychology into further regulation have been stoutly resisted by SIOP (cf., Howard & Lowman, 1982; Thayer & Hirsh, 1986). This resistance was based on the notion that such exemption would permit I/O psychologists to practice within the legal constraints regulating human resource practice and the APA Code of Ethics, but unrestrained by inappropriate licensing laws. It is clear that this might have been unduly optimistic in light of the action of several state boards (e.g. Michigan and Illinois) that have effectively prevented I/O psychologists from practicing by, on the one hand preventing them from obtaining a license, and on the other hand, restricting professional practice to licensed psychologists!

In particular, Division 14 fought in vain against having I/O psychologists included in the generic Guidelines for the Delivery of Psychological Services in 1974, believing that these standards were unnecessary and unworkable for I/O. Not only did the APA Council of Representatives refuse to exclude I/O, they insisted that Division 14 write specialty standards. Division 14 members did so reluctantly rather than face the stated alternative of having standards adopted for them. APA Council passed the standards over the objections of the Division 14 Representatives. Notably, the specialty standards contain the statement that I/O psychologists should not have to be licensed. As before, however, even this language assumed that by gaining exempt status, I/O psychologists would still be permitted to practice their profession. This assumption might have been wrong.

In further action, Division 14 Representatives to APA Council successfully fought off an attempt to include I/O under the purview of the Task Force on Education and a Credentialing in the early 1980s, and APA does not require accreditation nor accredit I/O programs. However, the regulation of psychology by licensing is facilitated by the existence of accredited education programs, and the reaches of the accreditation process have remained controversial within psychology. Thus, there has always been the underlying issue of accreditation beneath the surface of the licensing debate. The fear is that if I/O psychologists accept "generic" licensing then they will be forced inevitably to accept accreditation.

States have been and continue to be inconsistent in their consideration of I/O psychologists. Most require licensure, some exempt I/O psychologists but permit them to be licensed if they so desire, and others prohibit I/O psychologists from licensure. The proposed model guidelines offer a way to establish uniform exemptions of I/O psychologists from the licensing process.

There are several reasons why SIOP's leadership believes that licensing is unnecessary for I/O psychologists. More seriously, the failure to differentiate for licensing I/O psychologists and other psychological scientists from psychologists who offer health-care services may pose greater risk to the public than the failure to license qualified I/O psychologists. The reasons underlying each of these points of view follows:

### Licensing for I/O Psychologists is Unnecessary

Licensing is designed to protect vulnerable members of the public from the risks of professional malpractice. The argument of those who favor exemption for I/O psychologists is that because I/O psychologists seldom directly interact with such vulnerable individuals the usefulness of the process for this purpose is questioned, particularly in light of the prevalence of more appropriate regulatory mechanisms. The issue is not whether I/O psychologists can "do harm." They certainly can. The usual reason for licensing health care providers is that their clients are

"vulnerable" by virtue of emotional or cognitive impairment. Such vulnerability is seldom the case in the practice of I/O psychology but when such a condition does exist, we would argue that licensing would be in order for that individual. Further, that licensing might very well follow the health care model and require no modification of form or procedure. The nature of I/O training and practice also create special difficulties for implementing licensing criteria and procedures for I/O psychology.

### 1. Indirect Relationships with Individuals

I/O psychologists' services and their clients differ in several ways from those of health-care practitioners. A key difference is the I/O psychologist's relationship with individuals who may be affected by his or her action; for the most part such relationships tend to be indirect and do not involve the potentially diminished emotional or cognitive profile of the clinical patient.

#### a. Systems Development in I/O Practice

The core activities of I/O psychologists involve the design and evaluation of systems—for selection, job analysis, performance appraisal, training, attitude survey research and interventions, and compensation systems (Sackett, 1986). Thus the work of I/O psychologists is often strongly research-oriented and, in contrast to that of health-care specialists, seldom involves one-on-one relationships with individuals. Several types of evidence support this characterization of I/O psychologists' practice.

A job analysis for I/O, clinical, counseling, and school psychologists conducted by the Educational Testing Service (Rosenfeld, Shimberg, Thornton, 1983) found that I/O was the most divergent from the other specialties. This was evident despite overly general item statements and the dropping of many items that would have further differentiated I/O psychologists (Sackett, 1986). It was clear that I/O psychologists spent much more time on research and measurement issues than did those in the other specialties and that this was more important to their practice.

A separate job analysis focused entirely in I/O psychologists (Prien, 1981). A sample of SIOP members rating 179 tasks gave the highest importance ratings to research, selection-test validation, teaching/supervision, and survey research and feedback. Counseling got one of the lowest importance ratings.

A study of I/O journals (Campbell, Draft & Hulin, 1982) showed that published research closely paralleled what was revealed in the job analyses. Selection/validation and attitude survey research dominated both, and one-on-one counseling was seldom mentioned. Also producing similar findings was a summary of continuing education activities sponsored by Division 14 over a decade. The most commonly treated topics were fair employment practices, research methods and statistical techniques, managerial behavior and selection, training, performance evaluation, employment test validation, and career development (Sackett, 1986).

These various sources of information document that the services that I/O psychologists provide are different from the health-care fields of psychology. Further, they suggest that the vast majority of I/O psychologists seldom provide direct one-on-one counseling or health-related services to individuals that might pose a potential for personal risk.

#### b. I/O Psychologists' One-on-One Relationships

The proportion of time I/O psychologists spend on one-on-one relationships was directly addressed in a survey of the SIOP membership (Howard, 1990). All respondents who indicated that at least some of their time was spent in practice (as opposed to research, management, etc.) were asked to give the proportion of their time they spend on (1) individual psychological assessment for selection or promotion, (2) vocational or career counseling, and (3) personal counseling for individuals or families. Among those who gave their current major field as I/O psychology, the average proportion of time spent on the above one-on-one activities was 7.4% in individual assessment, 2.6% in vocational counseling, and 1.4% in personal counseling. The large majority reported no time in either activity (63% did no individual assessment, 73% no vocational counseling, and 83% no personal counseling), and most of the others spent less than 10% of their

time in such activities. Thus, one-on-one relationships with individuals claim a relatively small proportion of practicing I/O psychologists' time.

For those I/O psychologists who do spend some of their time in one-on-one relationships, the nature of their practice is most likely to be distinctly different from that of health-care psychologists. Some I/O psychologists use their knowledge and skills in test development, interpretation, and validation and their knowledge of the relationship between individual differences and employment situations to offer advice to individuals on their vocational aptitudes and career trajectories. Although this is a one-on-one relationship with an individual, it does not carry the same risk of personal harm as that posed by a therapeutic relationship.

Therapy has as its goal the modification of habitual client behavior. The behavior in question is usually of long standing and represents a source of some discomfort for that client or others with whom the client comes in contact. In contrast, an I/O psychologist's consultation is intended to help a client make a decision with respect to some environmental event or choice point. The I/O psychologist acts as an agent of clarification, helping to identify and elucidate the parameters of the decision. Although the decision may have long-term implications, the decision itself does not represent a disruptive behavior pattern such as that addressed in therapeutic interventions. Moreover, the I/O psychologist's consultation with a client typically occurs in a single session, providing little opportunity for sensitive relationships such as transference to arise.

#### c. Organizations as Clients

Because the practice of I/O psychology seldom involves one-on-one relationships, the impact of I/O practice on individuals is usually indirect, reflected through organizational policies and procedures. Clients of I/O psychologists are typically work organizations, not individual members of the public. Legislators considering occupational licensing are advised to differentiate whether the users of services are members of the general public who lack knowledge necessary to evaluate qualifications of those offering services, or institutions or professionals who have the knowledge to evaluate qualifications (Shimberg & Roederer, 1978). Client work organizations have the resources to check into the efficacy and ethicality of I/O psychologists, and they do not represent the kind of user vulnerability that state regulation is designed to protect.

Most policies and practices developed by I/O psychologists are reviewed and often modified by the organization's management, such that the final outcome is a joint product of the psychologist and the organization. Moreover, organizational policies and practices are implemented through the decisions of a variety of individuals over whom the I/O psychologist may have little control. Thus, in many states, I/O psychologists who are directly employed by the organization are exempted from licensure requirements under the assumption that the organization bears responsibility for the actions of its employees.

This is not to suggest that organizational policies and procedures, developed with the expertise of I/O psychologists, do not affect vulnerable individuals. However, as will be argued in the next section, the indirect relationship of the I/O psychologist to these individuals makes it more appropriate to use regulatory mechanisms other than licensing to protect the general public.

### 2. Existence of Other Regulatory Mechanisms

There already exist innumerable state and federal statutes that regulate human resources practices, such as testing and selection, pay, freedom of information, and privacy. Such legislation is designed to protect individuals from arbitrary or unfair policies and practices of organizations. The many arenas in which the practice of I/O psychology is restricted by statutes have been the subject of both articles (cf., Ofsanko, 1988) and books (cf. Ledvinka, 1982).

Such legislation is appropriately aimed at the level of organizational policy and practice. As the Council of State Governments has advised (Shimberg & Roederer, 1978), regulation of employers may be more effective for protecting the public interest than licensing of individuals (e.g., licensing restaurants rather than cooks or waiters/waitresses).

Not only are organizations ultimately responsible for the treatment of their applicants and employees, but they are visible and preferred targets for an individual who feels that an injustice



has been done. Suing an organization obviously offers much greater opportunities for redress to an aggrieved individual than retracting a license to practice from an individual psychologist.

While the government, through its numerous statutes, has the opportunity to monitor the human resources policies and practices of the organization, the organization has the opportunity and the resources to oversee the work of the I/O psychologist. This situation stands in sharp contrast to that of health-care psychologists, who often operate as individuals, with individuals, with little or no oversight by others. Under such circumstances the state can point to a need for greater control (Thayer & Hirsh, 1986).

### 3. Special Difficulties in Regulating I/O Practice Through Licensing

Several circumstances relating to the training of I/O psychologists and the nature of their practice create difficulties in trying to regulate their practice through individual licensing. These circumstances stand in sharp contrast to those of health-care psychologists, for whom licensing processes were primarily developed. First, health-care psychologists receive their training in relatively homogeneous clinical, counseling, or school psychology programs which conform to certain criteria to warrant accreditation; I/O programs differ widely. Second, health-care providers, while differing in specific techniques used, are quite similar in the types of services provided; I/O psychologists differ widely in the services they provide and in the range and depth of their subspecialties. Finally, health-care psychologists typically perform their activities under one roof and in one state; by contrast, many I/O psychologists have interstate practices and perform their services at various locations. Each of these circumstances is explained more fully below.

#### a. Breadth and Diversity of I/O Training

I/O psychology is characterized by a wide diversity of training models. Some programs offer a broad selection of subspecialties, while others are more focused in nature. Formal course work may be provided within or across diverse academic departments, including psychology, business, and education.

Part III describes the development of I/O competencies in a typical I/O program. Four areas of core I/O skills are emphasized, but within these core domains rest a wide variety of subspecialties and content areas, making it difficult to apply formal accreditation models. Field experience is also gained in a variety of ways in I/O programs, and clinical models of internships used in licensing psychologists are nearly always inappropriate for I/O psychology.

Yet the difficulties posed to licensing bodies with respect to I/O training go well beyond formal programs developed for this purpose. A 1981 survey of APA members who considered their major specialty I/O psychology (Howard, 1982) showed that only half had degrees in I/O psychology. The other half were likely to be trained in a wide variety of diverse specialties, including social, experimental, and engineering psychology, psychometrics, health-care psychology, and other fields both inside and outside of psychology.

A more recent survey of the membership of SIOP (Howard, 1990) showed that only 52% had a degree in I/O psychology; even among those graduating within the last decade, only 60% had degrees in I/O psychology. However, many members of SIOP do not claim that I/O psychology is their current major field. Among those that did make this claim (two-thirds of the total membership), 66% had a degree in I/O psychology. As in the APA survey (Howard, 1982), the remaining proportion had degrees from a wide variety of specialties. Thus, states using educational programs in I/O psychology as criteria for determining which I/O psychologists can sit for a licensing examination will reject one third to one half of the relevant population.

As pointed out in Part III, as well as in doctoral level education and training guidelines for I/O psychology (SIOP, 1985), formal course work is just one avenue for training I/O psychologists. For those who have been trained in basic psychology, competency in specific fields of I/O psychology may also be developed through independent reading and study, supervised experience and field research, on-the-job training, and modeling/observation. To evaluate candidates without I/O degrees seeking licensure as I/O psychologists, states would need to examine other training criteria, which would be difficult if not impossible to standardize.

#### b. Variety of I/O Specialties

A second difficulty, in regulating I/O practice is the variety of subspecialties in which I/O psychologists practice. The membership survey listed no fewer than 56 specialties, and none of these was omitted when respondents were asked to designate their top 10. In fact, 10% of the respondents listed additional specialties beyond the given 56 in their top 10, and 7.5% listed additional areas among their top 3 specialties (Howard, 1990).

As would be expected, those with formal education and training in a given subdiscipline were more likely to engage in some specialties rather than others. For example, those trained in psychometrics were more likely to be in testing and employment selection activities, while those trained in social psychology were more likely to be involved in organizational behavior, organizational development, or leadership. If the analysis is confined to those with a doctorate in I/O psychology and to only the top three specialties, 53 of the 56 content areas were cited and 8% of the respondents provided content areas beyond the 56 listed (Howard, 1990). Thus, diversity in the field is provided not just by those who come into it with different doctoral specialization but by the range of content areas within I/O psychology programs themselves.

A state wishing to evaluate the competence of I/O psychologists with such a variety of backgrounds and specialties is forced to set criteria at only the most general level. The more general the criteria used for evaluation, the less likely it is that the license recognizes meaningful competencies.

#### c. National I/O Practice

Large work organizations, in which I/O psychologists are most likely to practice, are typically national and even international in scope. Similarly, the life of an independent consultant involves frequent travel on a national and international basis. The recent SIOP membership survey indicated that 27% of those responding had consulted outside the country within the last three years (Howard, 1990).

States which attempt to restrict the activities of I/O psychologists from other states may be improperly interfering with interstate commerce. Even an allowance of 60 days of out-of-state practice, as recommended in the APA model guidelines, is not sufficient for many I/O activities. The development of systems, which is the focus of most I/O practice, can take months or even years from start to finish.

In light of a national scope of practice, requiring an I/O psychologist to have a license for every state in which he or she may conduct activities would be prohibitive, from both a financial and logistical standpoint. Evidence suggests that I/O psychologists are not complying literally with state laws. The SIOP membership survey showed that 32% were licensed in one state and an additional 7.5% licensed in more than one state; only one individual was licensed in as many as six states. Perhaps more telling, although 40% were licensed overall, only 33% were licensed in the state where they worked (Howard, 1990). This suggests that many I/O psychologists who have sought licensing may have settled for just "a" license, regardless of, or because of, requirements in the home state.

### Dangers of Not Differentiating Health-Care and I/O Psychologist

As acknowledged by the Council of State Governments, occupational licensing may be harmful to the public by such means as restricting competition or preventing individuals from providing services for which they are qualified by training and experience (Shimberg & Roederer, 1978). There are reasons to believe that current licensing practices with respect to I/O psychologists could lead to such negative outcomes.

#### 1. Creation of False Illusions

As long as state legislation refuses to recognize that health-care psychologists are different in training and practice from those in I/O and other scientifically specialties of psychology, the public is left with the false illusion that licensed health-care practitioners are better qualified to perform all types of psychological functions. Confining licensing to health-care psychologists could go far in discouraging this misinterpretation of psychological competence.

This misunderstanding is particularly dangerous when applied to court testimony. Health-care psychologists should be considered appropriate specialists for testifying about the diagnosis and/or treatment of mental or emotional disorders or disabilities. However, for court proceedings regarding personnel selection practices, the court should be most interested in assuring research competence, not health care. Yet the generic license implies that overall psychological competence has been evaluated, and evidence of competencies more specifically related to the particular testimony is often not pursued.

The reality is that those most likely to have research competence for personnel selection (I/O psychologists and psychometricians) are much less likely to be licensed than those who practice health care. Unless states can make a clear distinction between the health-care variety of psychologist and the psychologists scientist, the courts may continue to accept the wrong credentials as measuring competence to practice I/O psychology with resultant damage to litigants.

## 2. Restraint of Trade

Current state regulations often require that I/O psychologists be licensed but impose conditions for obtaining the license which, because of the nature of I/O training, cannot be met. As indicated previously, internships are one such example. Supervised practice can be another; particularly in smaller organizations I/O psychologists may report to managers rather than other psychologists. Moreover, the inconsistency of laws regulating I/O psychology and the relatively small proportion of I/O psychologists who are properly licensed may mean that one's supervisor, even though an I/O psychologist, is not a licensed I/O psychologist. Such licensing regulations, based on a health-care model, in effect restrict I/O psychologists' opportunities for employment and deprive organizations of freely selecting a professional from the total marketplace (Sharf, 1986).

Competitors of I/O psychologists in the human resources marketplace are often professionals such as management consultants, who have no restrictions upon their practice. Thus, the way many licensing laws now read, I/O psychologists can be prosecuted for performing activities that others perform as nonpsychologists (Howell, 1986). This sometimes leads to I/O psychologists denying their identification with psychology; in effect, hiding many dedicated years of professional training.

## 3. Threats to Academic Freedom

Credentialing emphasizes standardization and uniformity at a basic level, to assure that those who offer psychological services have undergone a minimum standard set of training experiences. Thus, the licensing process usually requires that an applicant's education and training be evaluated before that individual is permitted to sit for a licensing examination. This leads inevitably to the establishment of minimum curricular requirements that university programs must follow if they expect their graduates to practice in their chosen fields.

Yet I/O psychology has thrived on its education and training diversity. Excellence has obtained both from deep specialization in subdisciplines and from reaching broadly across content domains. Meeting the challenges of an ever-changing work place has depended on developing innovative methods and exploring new directions. This has happened within I/O psychology both through the welcoming of new professionals into the field trained in various subspecialties and through an open scientific enterprise that has encouraged new ideas (Howell, 1986). Adoption of uniform educational standards in I/O psychology would lead to a serious restriction of the field and undermine its need for creativity and flexibility. Further, many of the current I/O training programs would find it difficult to meet existing APA accreditation criteria. Ultimately, this means the demise of these programs and further restriction of training opportunities.

## 4. Constraints on Evaluations of Health-Care Competence

The inclusion of I/O psychologists and other psychological scientists in current licensing laws forces generalization and dilution of standards to encompass multiple specialties of psychology. At present, the national EPPP examination has many questions on I/O and other research-oriented

practice that are irrelevant to whether or not a health-care practitioner is competent to provide treatment for mental or emotional disorders. Likewise, criteria for internships, supervised practice, and out-of-state activities must be watered down to even partially accommodate the nature of I/O practice.

If licensing were confined to health-care practitioners, screening and examination procedures could be more closely targeted to evaluating health-care competence. This is what licensing is supposed to evaluate in order to protect the consumer.

Part III provides more in-depth information about how I/O psychology and its training models differ from health-care practice. It offers additional insight into why I/O psychologists should be exempt from licensure and provides a benchmark by which to judge which psychologists should be so exempted. Nevertheless, it bears repeating that if "exemption" is implemented in such a way that I/O psychologists are prohibited from practice by virtue of that exemption, we are firmly opposed to exemption and would opt for the less desirable, but workable, modification of licensing procedures to mirror the training and activities of I/O psychologists.

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## PART III

### Development Of Competence in I/O Psychology

Because of the diversity and complexity of I/O psychology, development of competencies to practice in the specialty has taken a variety of forms. This can be better understood with some clarification about what I/O psychology is and what it is not.

#### Differentiation of I/O Psychology

I/O psychology is the science of human behavior in work organizations. It applies the concepts, methods, principles, and derived knowledge from the broad discipline of psychology to people at work; in turn, it contributes to the discipline through its own empirical research, theory building, and model testing. The I/O psychologist is a scientist-practitioner whose typical subjects are working adults within the normal range of psychological functioning. In contrast to health care psychology, the purpose of I/O psychology is not to provide remedial treatment or therapy for those with mental or emotional disturbances or disorders. Neither are its interventions tailored to make "sick" organizations well; the medical model is simply not appropriate. The goals of I/O psychology are to enhance human performance and the quality of occupational life within work organizations. This focus does not, however, preclude recognition and study of the important relationships between work life and other aspects of human existence, such as the family (Howard, in press).

I/O psychology's focus on a particular location (organizations) "differentiates it from fields of psychology that study basic processes (perception, memory, learning), from fields that study particular populations of individuals (children, mentally disturbed, mentally handicapped), from fields that study analytic procedures or assessment procedures (psychometrics), and from fields that study mechanisms of behavior (physiological psychology, brain research)" (SIOP, 1985). Yet because I/O psychology studies the whole person in work organizations, it draws significantly from other psychological specialties. The ties are stronger with some subfields than with others. Psychometrics, social psychology, motivation, personality, and learning are most relevant to the problems of concern to I/O psychologists.

Due to its close connection with other areas of psychology, I/O has drawn into its fold many who have been formally trained in a variety of other specialties. Yet, as mentioned above, the field has also developed its own body of theory and research and its own academic discipline. Of importance, then, is what a typical training program in I/O psychology includes.

#### Elements of Typical Graduate Programs in I/O Psychology

There are three basic elements to a graduate training program in I/O psychology. General psychology provides a basic framework, and the diverse content of I/O psychology surrounds four core domains. In addition, to become competent scientist-practitioners, students need a strong foundation in research methods. Each of these elements is described below. More detailed descriptions of particular content areas can be found in the I/O guidelines for education and training (SIOP, 1985).

#### Basic Areas of Psychology

I/O psychologists are first of all psychologists, and a solid grounding in the broad discipline is essential. The basic content areas of psychology have been defined by an American Psychological Association task force on education and credentialing (Wellner, 1978) as follows.

1. **Biological bases of behavior** (physiological and comparative psychology, neuropsychology, sensation and perception, and psychopharmacology)
2. **Cognitive-affective bases of behavior** (learning, thinking, motivation, and emotion)
3. **Social bases of behavior** (social psychology, group processes, and organizational and systems theory)
4. **Individual differences** (personality theory, human development, and abnormal psychology)

In addition, students should develop an understanding of:

5. **History and philosophy of psychology** (the historical roots, development, and orientation of psychology; philosophy of science; alternative schools of thought)
6. **Ethical, legal, and professional issues** (relevant principles and guidelines that relate to psychology)

#### Research and Intervention Skills

Because they will serve as scientist-practitioners, students of I/O psychology must spend considerable time developing understanding of and competence with sophisticated research methods. In addition, they must become knowledgeable about the complexities of interventions in work organizations as well as legal requirements and implications of I/O research and practice. Needed research and intervention skills include the following.

1. **Research methods** (methods, procedures, and techniques used in the conduct of empirical research in I/O psychology)
2. **Statistical methods and data analysis** (advanced techniques, with particular emphasis on inferences and statistical control in correlational models)
3. **Measurement of individual differences** (both classical and modern measurement theories and techniques)
4. **Organizational intervention** (the complexities of field research in ongoing organizations, the intersection of the researcher in the organization, legal and policy implications of I/O practice)

#### Core Domains of I/O Psychology

The core domains of I/O psychology represent the major thrusts of research and practice. Although representative content areas are given in parentheses below, this does not imply that every student of I/O psychology should have a course in that area. Various content areas are often subsumed within courses with other titles (for example, criterion development may be covered in a course on personnel selection). Moreover, the list is not exhaustive, and there are multiple avenues to development of competencies in the core domains. I/O psychology is a constantly developing, open specialty; its consequent diversity is evidenced by wide variation in formal course work and other learning experiences that develop knowledge and skill in the four core domains.

1. **Psychosocial influences on work behavior** (including but not limited to work motivation, attitudes and job satisfaction, leadership and management, group processes, intergroup relations, quality of work life)
2. **Organizational theory and development** (including but not limited to organizational climate and culture, organizational development, organizational communications, conflict resolution, power, labor relations, decision making)
3. **Human performance in the work place** (including but not limited to performance appraisal, criterion development, job and task analysis, job design, productivity, human factors)
4. **Optimization of human resources** (including but not limited to personnel selection, placement, and classification, individual assessment, training and development, career development, stress and coping)

#### Strategies for Development of I/O Competencies

There are a variety of methods by which competence in I/O psychology may be developed. A brief description of these methods follows (for more complete information, see SIOP, 1985).

It should be noted that while supervised practical experience is desirable for I/O psychologists, a formal internship model such as that found in health care fields is quite rare. Because of the difficulties of gaining access to ongoing organizations, supervised experience is not always feasible and seldom takes a standard form. Supervisors may include professors in the academic program, practicing I/O psychologists, or professionals from other fields, such as business.

The following options are considered appropriate training strategies; the choice of one or

several strategies will depend on the specific competencies to be developed.

1. **Formal course work** (classroom instruction, including lectures, discussion, presentations, or other means)
2. **Independent reading or study** (non-classroom instruction whereby the student, in consultation with qualified faculty, assumes basic responsibility for and commitment to the accomplishment of domain objectives; e.g., reading, generating review manuscripts, proposals or reports, designing and conducting research, acquiring interactive computer skills)
3. **Supervised experience and field research** (non-classroom instruction whereby the student, under direct supervision of qualified personnel, is actively engaged in projects emphasizing the development of skills; e.g., practicum, field work, supervised experience, thesis or dissertation research)
4. **On-the-job training** (non-classroom instruction whereby competencies are developed through "hands-on" experience with applied tasks under the guidance of a professional qualified task expert)
5. **Modeling/observation** (non-classroom implicit instruction obtained through working with and attending to professionally qualified personnel in the daily conduct of their jobs or projects)

Although the model above represents the thrust of typical graduate training in I/O psychology, it cannot be overemphasized that academic programs in the field are quite diverse. Some programs focus on just a few content areas while others strive to cover a broad spectrum. Departments of education and business may offer I/O specialties as well as psychology departments, or programs within one university may include instruction and experiences across departments. The breadth and diversity of I/O psychology have often made it difficult to characterize, but they have also kept it vigorous and progressive.

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## Licensing and Accreditation

Paul W. Thayer and Irwin L. Goldstein

The preceding statements have already described the Society's opposition to accreditation because of the limits it places on training models. Accreditation limits innovation. As long as we emphasize the role of research in our practice, and as long as the field is changing rapidly, it is essential, in our view, to avoid accreditation in I/O programs.

Unfortunately, there are strong groups within APA who want to link licensing and accreditation. In fact, the model licensing bill passed by the Council of Representatives a few years ago ties accreditation directly to licensing. It states that by 1995, any individual desiring a license must be a graduate of an APA accredited program, if the individual's specialty is accredited. If it isn't, there are elaborate procedures to go through. The same groups are currently working to expand the scope of accreditation to all fields of practice. As indicated in the preceding statements, the accreditation models continue to ape the medical model.

The Council of Graduate Departments of Psychology (COGDOP) is made up of the chairs of most graduate programs. This group is extremely disenchanted with the way in which APA has developed and enforced its accreditation model procedures, primarily because of the adherence to a medical, ascetic model. It has asked the federal body that designates accrediting agencies to direct APA to share the responsibility for accreditation with COGDOP. The major point is that graduate educators also have concerns with APA's accreditation model. To tie I/O psychology to such a model is totally wrong, too.

For I/O psychology programs, one of the most serious problems with accreditation is the mandate that all programs have similar structures and requirements. That leads to several serious problems. First, the accreditation process is dominated by healthcare practitioners. As healthcare providers are in continual guild conflicts, they must design their systems to fit their needs in their battles with other healthcare providers such as psychiatrists. Concern over guild issues also leads to considerable rigidity in accreditation requirements to ensure that all programs meet the same standards. Healthcare providers consider rigid and healthcare-related requirements essential to fight their guild battles, qualify for health insurance, etc. Thus, over the years, we have found it impossible to negotiate with them concerning our needs as they relate to this issue, to licensing, and similar issues. If accreditation becomes a reality for us, standards would be imposed that are not determined by us, do not fit our programs, and are not in our best interests.

If one examines the many I/O graduate programs, we find considerable variety. Some combine I/O with other areas such as social or human factors. Others have small numbers of faculty, but have viable programs because they utilize faculty in other departments or business schools. Very few of our programs resemble traditional models involving large numbers of faculty devoted entirely to one specialty. Thus, it is likely that accreditation requirements would not only limit the diversity of training models we cherish, but that few could be accredited.

Given the pressures from APA to both expand accreditation to all areas of practice, and to adhere to the medical model, what do we see if those efforts are successful? We believe there will be an increasing resistance from departments to accredit areas that do not involve delivery of healthcare services. If the pressure grows too great, psychology departments might abandon their I/O programs, leaving the field to the business and management schools. Given their strong "O" orientation, we see a deemphasis on the "I" side of I/O psychology, to the detriment of the field. It is possible that I/O as a field of psychology would shrink to the point that only OB would be left. Far fetched? Having watched APA go to an organization that is dominated by healthcare practitioners, we don't think so. At least the danger exists and we must be vigilant.

It is for all these reasons and those in the accompanying papers that we oppose accreditation of I/O programs, as well as the linkage of accreditation with licensing. We believe serious damage to the field would result.

## A Letter to My Pro-Exemptionist Colleagues

Vicki Vandaveer  
Jeanneret & Associates, Inc.

Battle-weary as are all of us who have struggled with this bloody issue for so long, I'm writing to you from my foxhole on the front line. At the national level, I haven't seen any missiles for a few months, and the artillery fire has ceased for the moment. So far, here in my state where we're reviewing our sun-setting law and State Board rules and regs, we have had a few close calls, but have managed to hang in there. One Scud was launched from Austin in April regarding new experience requirements that would have absolutely excluded I/Os from licensure, but our Patriot successfully deflected the impact away from I/O. What's wrong with exclusion? Well, in Texas as in many states, exclusion from licensure means exclusion from legally practicing what we're trained to do.

While I write this letter to you, as a member of the special committee, my mentors and colleagues, Dick Jeanneret and Bill Howell, are covering my position in the foxhole. If any more Scuds from Austin are launched, however, I'll have to go.

The purposes of my letter are to present "the other side" regarding licensure, and to help explain the special committee's final recommendation to SIOP's Executive Committee—a recommendation that I fully support. To all of those who support the position presented here, and with whom I have worked and dialogued as the former Chair of the State Affairs Committee, I hope that what I write adequately articulates the major issues.

First, I must say that no one that I know about *likes* the idea of regulation. The position presented herein is one of (1) recognizing the realities of the world in which we live; (2) believing that involvement is better than entrusting our fate to others; and (3) disagreeing philosophically and practically with the basic assumptions underlying the arguments against licensure for I/O psychologists.

Before I present the counter-arguments, a few pertinent facts are worth mentioning:

#### Facts

1. **STATE LAWS REGULATE THE PRACTICE OF PSYCHOLOGY.** The laws are written by legislators who get input from psychologists and consumers of psychology in that state. Each state's law has established a Board of Examiners of Psychologists and has empowered it to carry out various functions, including deciding who is qualified to become licensed. Laws and Board rules and regulations vary considerably from state to state.
  - Nineteen states have a title law (i.e., controls use of the title "psychologist") six states have a practice law; and 26 (including D.C.) have both a title and practice law. *Practice* laws regular the practice of psychology as defined by that law.
  - While definitions of practice vary across states, many definitions include psychological *testing* (including cognitive abilities, personality, interests—and, in at least one state, attitude and opinion surveys). Some laws specify that using any individual differences measures to make decisions about people falls within the definition of practice and is a licensable activity.
2. **CURRENTLY 48 STATES REQUIRE I/O PSYCHOLOGISTS TO BE LICENSED** unless specifically exempted (e.g., some states exempt I/Os who work in a university or other research setting or in a government agency). According to a 1991 survey of State Boards conducted by the American Association of State Psychology Boards (AASPB), *32 Boards responded that they would oppose exemption for I/O psychologists*, 12 were uncertain, and seven were neutral (two of which currently exempt I/Os and even forbid them to be licensed).
  - Even I/Os who are exempt by virtue of being in a university setting may be required to be licensed if they provide consulting services for a fee that does not get channeled through the university.
3. **MECHANISMS ALREADY EXIST FOR INFLUENCING LEGISLATION REGULATING THE PRACTICE OF PSYCHOLOGY AND FOR ENFORCING THE LAW.**
  - Legislators look to State Psychological Associations for recommendations relative to needed changes in the law.
  - State Board members are typically selected from the membership of the State Psychological Association.
  - The Board receives and adjudicates ethics complaints.
  - The State Associations contribute money and effort to lobbies that work to influence legislators. (I/O typically is not involved.)

4. **THERE ARE PEOPLE WHO WOULD CLAIM TO BE PSYCHOLOGISTS AND WHO WOULD PRACTICE PSYCHOLOGY EVEN THOUGH THEY ARE NOT COMPETENT TO DO SO.**

5. **AS LONG AS PEOPLE ARE AFFECTED BY PSYCHOLOGICAL PRACTICE, THAT PRACTICE AND/OR USE OF THE TITLE "PSYCHOLOGIST" WILL BE REGULATED BY CERTIFICATION AND LICENSING LAW. WE CANNOT PREVENT IT.** Furthermore, if I/Os do not participate in the ongoing processes of advising legislators and providing input to State Boards regarding I/O's needs, others (non-I/O psychologists) will—and *have*—establish(ed) rules by which we are required to practice.

6. **SIOP'S MEMBERSHIP SURVEY RESULTS (HOWARD, 1990) SHOWS THAT 40% OF SIOP MEMBERS ARE LICENSED.**

- Of those who practice at all, 48% are licensed.
- Sixty-two percent in consulting are licensed.

Given that there are exemptions for certain settings in many states, and given the *difficulties* that I/Os have meeting the (mostly clinical model) requirements, a substantial percentage of our membership is licensed.

7. **THE PURPOSE OF LICENSING IS NOT INTENDED TO INDICATE LEVEL OF COMPETENCE.** It is intended to indicate a minimum standard of education, experience, knowledge of the field (as measured by the national licensing exam), and (in many states) knowledge of the law governing psychological practices in that state.

#### Background

As described in the Preamble, SIOP leaders have for a long time resisted accepting the regulations imposed by state law that are primarily clinical in orientation. Objections that the laws and rules and regs do not (or should not) pertain to what we do have been voiced, and there has been much grumbling when forced to deal with the abhorrent issue. The preferred solution has been to avoid the issue altogether if possible. Perhaps if we don't look, it'll go away. We have refused to have I/O programs accredited; we have refused to tell State Boards what our training content is so that they can evaluate applicants for licensure. (The rationale has been academic freedom—if we say what our training is, then we're locked into whatever it is now.) And, with rare exception, I/Os do not hold positions on State Boards.

I/O psychologists typically are not involved in State Associations (there are exceptions, of course). Laws, rules, and regulations were written for and by clinicians and other predominantly health-care psychologists. *Of course, they do not apply to us very well—we have not been involved to make them applicable.* Then we have argued that I/Os should not be licensed because obviously the law and rules and regs do not pertain to what we do (even though the definition of psychological practice explicitly includes areas of our practice, such as testing and using individual differences measures to make decisions about people).

As Chair of the State Affairs Committee for three years, I talked with many SIOP members who were having difficulty meeting the education and/or experience requirements for licensure in their state. I also spoke with members of many State Boards and AASPB. The general experience of the members of State Affairs and I/Os who are involved in their state has been that State Boards are *very willing* to work with us to appropriately accommodate I/O. It is we who have been uninvolved and uncooperative (by not informing Boards about our training, by being *absent* when Board rules and regs are reviewed, by not participating in State Associations, etc.).

The APA-approved Model Act of 1987, which was forged in committee and finally approved after many hours of effort and painful attempts to effect a compromise that would adequately accommodate all areas of psychological practice, was a victory for I/O. Essentially what the Model Act said was that I/O psychologists should not have to be licensed, but that those who need

or want to be should not be prevented from so-doing—actually reflecting the two opposite but equally legitimate positions held by our members.

The problem arose in attempting to explain that position to State Boards, and also to explain that SIOP refuses to say what our training is because of our diversity and protection of academic freedom. As Chair of State Affairs, I was embarrassed on numerous occasions when I tried to support this inconsistent position. Excerpts from a 1987 letter from the Executive Secretary of one State Board of Psychological Examiners articulates very well the general reactions I and other members of State Affairs received when explaining SIOP's official position:

Frankly, Division 14 has been of no assistance. Your positions on these issues is quite remarkable. First, it would appear that the Division feels that I/O psychologists should not be licensed. However, if an individual wants to be licensed, he/she should be eligible for licensure, according to the Division. Somehow that position seems a little inconsistent. Second, Division 14 rejects any movement in the direction of accreditation. The attitude seems to be that licensing boards should simply accept the applicant's statement that he/she is a graduate of an I/O psychology training program. There appears to be great resistance to any effort to set any standards for training in I/O.

I can assure you that this licensing board, if we are to continue to license I/O psychologists, will adopt some standards for training. (We have one university in our state which, without a single faculty member who is an I/O psychologist, now claims to have a training program in I/O and advises that they will be licensable as I/O psychologists.) If neither APA nor Division 14 will set standards and accrediting procedures, we will have to do this laborious task ourselves. It is not equitable to hold applicants in clinical, counseling and school psychology to high standards of training yet have no standards for applicants in industrial/organizational psychology.

As you can see from Part I (SIOP's proposed revision to the APA-approved Model Act), rather than responding by saying what our training is—or by allowing program accreditation—SIOP's preferred solution is to define who should and shouldn't be licensed, limiting licensure to those who deal with people *whose reasoning may accrue special vulnerability due to mental or emotional disturbances or disorders*. I wonder what the school psychologists would have to say about that definition. Furthermore, we would not seek APA approval, nor anyone else's approval. We would simply let this revision stand as SIOP's statement.

No one was more interested than I in achieving a unified position on licensure for I/Os, as I and my committee members were dealing directly with State Boards who were in turn seeking answers from us. What I thought would be a reasonable position and compromise was a position that licensing of I/O should not be mandatory; however, where required by law to be licensed, I/Os should not be prevented—and that we would provide State Boards with the information they need about appropriate minimal education requirements in order to be able to evaluate properly I/O applicants for licensure. Largely, I think, because of the perception that such a position would move us all the closer to accreditation of programs, it was a position unsupported by most of the special committee members.

#### The Philosophical and Practical Disagreements With Pro-exemption Assumptions

The major arguments against licensing are briefly named in the order of their presentation in the Preamble, and the false assumptions that underlie these arguments are presented. Refer back to the Preamble as necessary for the full argument.

#### A. Licensing is unnecessary because . . .

##### Argument 1. Indirect relationships

##### Argument 2. Not typically one-to-one relationships

##### False Assumptions:

The indirect relationship means that I/Os do not potentially contribute to emotional/psychological distress of individuals affected by what the (I/Os) do.

That one-to-one relationships are the only kinds of psychological services that need protection for the public.

**Discussion:** Such indirect relationships can be of much greater potential harm—emotionally, psychologically—to individuals (hundreds or thousands at a time) than any one-to-one relationship. We have the disadvantage of not being able to see the reactions of most of the individuals who are directly affected by what we do. Consider one typical area of I/O practice—performance appraisal. It is not uncommon that a newly developed performance appraisal system has an initial effect of lowering (perhaps many) individuals' performance ratings. The implications for salary treatment can be direct and immediate, the impact on one's career permanent and devastating, the well-being of the supervisor-subordinate relationship jeopardized, and one's self-esteem or feelings of self-efficacy severely shaken.

Another example: An I/O psychologist develops and validates a preemployment test for use in a large company that tests several thousand applicants per year. True—we probably never see the individuals who take our test; true—our relationship is not one-to-one with them. *However*, individuals take our test. They pass or fail. They do or do not get a job. Internal applicants, if the company is downsizing, may be terminated if they fail to qualify for another job within the company. The potential harm is psychological/emotional, financial, and life-affecting.

##### Argument 3. Clients are work organizations, not individuals.

**False Assumption:** That the client is the only entity that needs protection.

**Discussion:** The "public" that needs protection includes clients and other individuals affected by our practice, as illustrated in the two previous examples.

##### Argument 4. Regulatory mechanisms already exist (e.g. EEO law company policies).

**False Assumption:** That existing regulatory systems are sufficient by themselves to protect organizations and individuals.

**Discussion:** Existing systems are after-the-fact. Lawyers, accountants, plumbers, real estate agents, building inspectors, auto mechanics, physicians, teachers, and many other professions are licensed and/or certified to help minimize risk to the public. For some of these professions, the potential risk is personal (e.g. physicians). For most others, the potential risk is financial. Ours is potentially both. By the time "other regulatory controls" detect incompetence/malpractice, it is too late. One EEO class action lawsuit on a selection practice has the potential to seriously hurt companies. Additionally, mistreatment by an inappropriate/invalid preemployment test can wrongly deny people a job that they are capable of performing. This affects families.

##### Argument 5. Organizations have the knowledge and/or the resources to check into the efficacy and ethicality of I/O psychologists.

**False Assumption:** That organizations have the knowledge or use the resources to check the efficacy and ethicality of I/O psychologists.

**Discussion:** Theoretically or abstractly, one might suppose so. The reality is that "organizations" do not recruit and hire I/O psychologists—rather, an individual in the organization does. Typically, the management recruitment organization searches for candidates and refers them to the hiring manager. Most recruiters that I have known (1) do not distinguish a clinician from an I/O (even when I have specified the differences, they still have sent resumes of clinicians who profess to have "organizational" experience); (2) do not know about SIOP; (3) do not know to advertise in TIP, nor in the *Monitor*, nor in APS; and (4)

tend to rely on general reputation of school (Harvard and Stanford, etc., certainly over Akron or Wayne State). They will opt for a licensed psychologist, however, over one who is not. Resources?—Perhaps, for very large companies. Ability to properly evaluate?—Usually no. Also, most companies are not the Fortune 500 ones.

With regard to ethicality—if a person is licensed, then, yes, his or her ethics can be checked. Otherwise, unless one is plugged into the I/O network or can get past employers to give a candid appraisal, the likelihood of obtaining accurate information is remote.

**Argument 6.** Management is responsible for what I/O psychologists implement.

**False Assumption:** That management has the responsibility for knowing enough to adequately evaluate an I/O's work to provide quality control.

**Discussion:** The argument that management is responsible for an I/O's work getting implemented is, to me, a "cop-out." I know from personal experience that the advice we give is given great deference—often out of all proportion to that of others who are involved. Because we are I/O psychologists with Ph.D.s in the subject matter, because we know the EEO laws and guidelines and represent the company as expert witness in defending such systems, because we have had previous experience in developing, living with, and defending performance appraisal systems—our recommendations usually become policy. I have never experienced rejection of something that I felt strongly about relative to important aspects of an appraisal or selection system. We must accept the fact that we are held to a higher standard and we have a very important responsibility to those we serve.

Also, it is not the case the non-psychologist managers can properly evaluate an I/O psychologist's work. At some level, perhaps, but not the important technical aspects. Good EEO lawyers in a company may be the most knowledgeable about requirements for selection procedures vis a vis the law, but even they typically know little to nothing about sound test development and rely to a very great extent on the I/O psychologist's judgment.

#### B. There are special difficulties . . .

**Argument 7.** Diversity of our training and practice.

**Discussion:** Yes, our training is diverse. Yet we have the data with which to describe all that SIOP members currently do (Howard, 1990; SIOP's Educational and Training Guidelines; Prien's job analysis of I/O, etc.). In fact, Part III is a decent representation of our diverse work, and it's much better than what State Boards currently have to go by, which is nothing.

**Argument 8.** Interstate practice.

The false assumption here is that the clinical model is a given. The experience of Bill Howell, Val Markos (current Chair of State Affairs), and me has been that State Boards are very willing (with the exception of only one) to work with us. Examples are everywhere. In Georgia, it took a matter of a few weeks to get the Board to make some changes to accommodate I/O. In Texas, only last month the Texas Board exempted I/Os from one problematic experience requirement. That was in response to one letter sent by our firm pointing out the problems for I/O.

Have we really tried to work the issue of interstate practice with our Boards? (Or is it really necessary?)

If we're involved in making the rules, it is a solvable problem.

**Discussion:** The reality is that most states require 60 to 90 consecutive days of practice within that state before a license is required.

#### C. There are "dangers" . . .

**Argument 9.** State legislation refuses to recognize the differences between health-care psychologists and scientifically oriented psychologists.

**Discussion:** Again, lack of our involvement in the states have left our fate to health-care psychologists.

**Argument 10.** Restraint of trade (current state laws require a license but impose conditions for obtaining a license that cannot be met).

**False Assumption:** That the clinical model is a given. Lack of involvement by us has left our fate to health-care psychologists.

**Argument 11.** Threats to academic freedom.

**False Assumption:** That the education requirements need to be specific; and that requirements can't be changed once named.

**Discussion:** It seems to me that as long as I/O is within the scientific paradigm, there certainly are general minimum content areas—perhaps a subset of which any one I/O psychologist should be expected to have.

Actually, I would think that a greater concern to scientific I/O psychologists would be the large numbers of non-scientific (i.e., strictly applied) psychologists who call themselves "I/O." They may well set our standards if we don't—and it won't be scientifically and research-based.

**Argument 12.** Constraints on evaluations of health-care competence.

**False Assumption:** That State Boards and the clinical, counseling, and school psychologists are going to "dilute their standards" by accommodating I/O. I assure you this will not happen! This is a non-issue, and reflects lack of understanding of the problems Boards face and the ways in which they deal with them.

**Discussion:** Part of Argument 12 in the Preamble (Part II) was that the EPPP (Examination for Professional Practice in Psychology) has many questions that are irrelevant to any one branch of psychology, and therefore the exam is not a good measure of one's competence to practice clinical or I/O, etc. That is not the purpose of the national exam. The exam tests one's knowledge of the broad content areas of psychology in general. Licensing is a first-line of defense. The ABPP is designed to assess level of competence in one's area.

#### General Discussion

Although it is true that licensing does not keep all the charlatans out, having a law and minimum standards, and a mechanism for ethics and malpractice complaints at least provides a first-line of defense, a source for inquiries by the public about an individual, and a way to file complaints.

It is also true that current licensing requirements do not apply to us very well—because we have not been involved. However, let's not dismiss what licensing currently does mean: (1) (in most states) that one has received his or her training at a regionally accredited institution of higher learning; (2) that one has demonstrated a minimum level of knowledge of the broad content area of psychology; (3) (in many states) that one has demonstrated knowledge of that state's law governing the practice of psychology; and (4) (increasingly) that one has passed an oral exam in his or her area.

#### The Realities

- The practice of psychology will be regulated by state law.
- If we do not participate in setting our standards, others will set them for us.
- All but one State Board has been very willing to work with us, as well as with the AASPB.
- We can push to exempt ourselves if we want that. Many of SIOP's practitioner members have articulated the following possible consequences:
- Two classes of psychologists: those who are licensed and those who are not. Those who are may legally practice psychology, which probably includes psychological testing and other individual differences measurement, and may include opinion surveys. We could be disenfranchised.

\* The public, who look (rightly or wrongly) for certification and licensure (for their plumbers, doctors, and psychologists) might believe a licensed clinician is more qualified than a non-licensed I/O to develop their preemployment tests.

\* At the extreme, the "real" psychologists and the "other kinds."

\* The real issues are not Arguments 1 through 10, nor 12. The real issue, it seems to me, is the issue of accreditation of I/O programs. It is costly and time-consuming; it is difficult to find the right people to do it; and it is perceived to threaten academic freedom.

As an I/O practitioner who has hired I/O psychologists, I have seen many resumes of people claiming to have been trained in I/O. Sometimes they didn't even have one I/O-trained (or related-field-trained) faculty member. Many had not had courses in statistics, organization theory, experimental design, etc. Too bad they didn't know when they entered grad school that their "I/O program" would not prepare them adequately to do what they wanted to do post-doctorate degree.

The issue of accreditation is real—and I'm afraid that some form may be inevitable. However, can't organizational psychologists find a way to make it work?—or find another mechanism by which to make sure I/O practitioners have minimum adequate graduate training and that State Boards can identify it?

I support the special committee's recommendation to work the licensing issue in each state. Our field has (at least) two different views on this issue; and it's in the states where the issues are decided. I commend the leaders of SIOP who were my colleagues on this special committee. All SIOP members should know that it was in consideration of I/O practitioners' needs that they decided not to push universal exemption.

Hopefully, the information provided in this issue of TIP has armed you with what you need to take control of your own fate in your state.

By the way, the Scud missile I mentioned earlier was intended for charlatans, not I/Os. However, because I missed a meeting of Texas psychologists, the health-care psychologists inadvertently programmed the thing just a little wrong, and one came our way. I have found that when I'm involved as a Patriot, I help set the direction so that I/Os can meet the requirements.

Will pro-exemption work? About as well as Prohibition did, we think.

Respectfully yours,  
Vicki V. Vandaveer, Ph.D.

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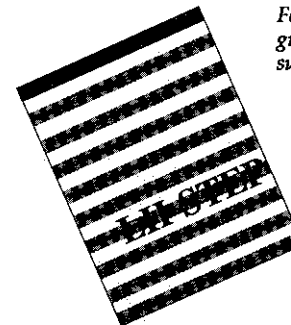


Melany E. Baehr, Ph.D. (left), and Donald M. Moretti, Ph.D. (right), I.O. psychologists and members of London House's research and development staff. Dr. Baehr, APA fellow, developed the LH-STEP system in conjunction with the University of Chicago. Dr. Moretti is administrator of the LH-STEP.

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Wayne Camara  
 Science Directorate, APA

Early March was an extremely busy time for testing and APA's Committee on Psychological Tests and Assessment (CPTA). During that week, the joint APA-SIOP-Division 5 Task Force on Prediction of Theft and Dishonesty in Employment Settings released its final report, "Questionnaires used in the prediction of trustworthiness in pre-employment selection decisions." The report received national coverage in several papers (e.g., *Wall Street Journal*, *Boston Globe*), and national radio programs, in the wake of the announcement by the N.Y. Attorney General that he was seeking to prohibit the use of integrity tests in that state.

Next, the EEOC released the long-awaited proposed rulemaking on the **Americans with Disabilities Act** on the first morning that CPTA met. Substantial portions of the proposed rulemaking concern testing and assessment issues, as well as other issues in the workplace which I/O Psychologists are intimately involved. APA relied on SIOP's response, coordinated by Richard Klimoski, to develop the APA comments. Deadline for comments was April 29.

In mid-March, APA staff monitored three days of hearings before the House Education and Labor Committee concerning educational testing, the National Assessment of Educational Progress (NAEP), and several proposals for a "national exam," that would among other things, assess if young adults possess the basic skills required to succeed in the workplace. APA and Division 5 have collaborated with the Department of Education to have testing experts available to the media on June 6 when NAEP state by state data are released across the country for the first time.

But, perhaps most significant to Measurement and I/O Psychologists, APA testified before the House Education and Labor Committee on the **Civil Rights Act of 1991** on March 5. Benjamin Schneider, former SIOP President and Professor of Psychology at the University of Maryland proposed an alternative definition of "business necessity." Work on the definition was finalized by CPTA just days before the hearing and was based substantially on the definition proposed by SIOP in 1990.

Schneider was joined by Mr. David Rose, former Chief of the Employment Section, Civil Rights Division, at the Department of Justice, and attorneys representing the perspectives of employers and civil rights groups, in testifying on H.R. 1. Rose largely endorsed the APA's definition of business necessity and advised the House Committee to work with APA and SIOP to arrive at



a definition that is scientifically precise and politically acceptable. While Chair William Ford (D-MI) noted the "political" benefits of having endorsement by psychologists of this technical section of the bill, a few days after the hearing two Congressional Committees passed H.R. 1 without the changes advanced by APA.

The Administration's bill has been introduced in the Senate and House, while a separate Civil Rights bill was also introduced by Sen. Simpson (R-CA), S. 478. At this time, hearings have not been scheduled on the Senate side, but APA is attempting to work with Senate staff to advance the proposed language on business necessity. On the House side, it appears that further debate will be at the full-House level and a vote on H.R. 1 could occur at anytime.

The full text of Schneider's testimony on behalf of APA follows. SIOP Members with any concerns or views on the Civil Rights Legislation should contact their Congressional Representatives as soon as possible.

### Testimony: Civil Rights Act of 1991<sup>1</sup> Benjamin Schneider

I am Benjamin Schneider, Professor of Psychology at the University of Maryland, a fellow of the American Psychological Association, and former President of the Society for Industrial and Organizational Psychology, APA's Division 14. I am pleased to testify today on the Civil Rights Act of 1991, on behalf of the American Psychological Association.<sup>2</sup>

APA is a scientific and professional organization representing 108,000 psychologists who work as researchers, educators, and practitioners in many areas of psychology, including those areas involved in the development validation and use of personnel selection practices. APA's publication *Standards for Educational and Psychological Testing*, and that of the Society for Industrial and Organizational Psychology's, *Principles for the Validation and Use of Personnel Selection Procedures*, are commonly cited as the leading scientific standards in testing and personnel selection. The *Standards* have been cited in several Supreme Court decisions involving employment selection and disparate impact.

APA has also been a leading force in the promotion and support of civil rights, and as scientists we understand and support the rationale and logic set forth in the Civil Rights Act. Thus, the Association is deeply interested in provisions of the proposed legislation that deal with issues of personnel selection. We believe our expertise in areas of testing, measurement, and personnel

<sup>1</sup> Testimony of Benjamin Schneider, Ph.D. on behalf of the AMERICAN PSYCHOLOGICAL ASSOCIATION before the Committee on Education and Labor, U.S. House of Representatives on the subject of H.R.1, Civil Rights Act of 1991, March 5, 1991.

<sup>2</sup> Testimony submitted is on behalf of APA and may not necessarily reflect the views of SIOP.

selection are most relevant to issues of employment practices in the definitions of business necessity contained in Section 3.

The current definition which requires the **practice or group of practices** to bear a significant relationship to job performance is unduly narrow in three ways and contradicts current scientific standards and research on validity.

First, a "significant relationship" is commonly equated with a "statistically significant relationship" by employers, scientists, and all parties involved in employment selection. Despite the Committee's intentions, such language will be interpreted as prohibiting the use of a content approach to validity. Such an approach has long been recognized in scientific research, and scientific and professional standards, and is frequently used in validity studies of educational, psychological, and employment measures. A significant relationship necessitates a criterion-related or a construct validity approach, which may not be feasible in many situations.

The *Standards* state that validation evidence has traditionally accumulated through three recognized strategies: criterion-related, construct-related, and content-related. Inclusion of the term "significant" is troublesome in Part A, as well as Part B of the definition of business necessity.

Second, the term "successful" could be construed as establishing a minimal standard of accepted job performance rather than an "optimal" or "higher" standard of performance. Individuals perform at a variety of levels and scientifically validated employment practice permit us to estimate job performance on a continuous basis.

Certainly, prior to a flight we can all appreciate the selection of only the most qualified pilots by airlines. Likewise, employers recognize the considerable value that higher levels of work behavior offers them each day. Should an employer be penalized for hiring the most qualified candidates?

Further, in the Griggs decision, the Supreme Court stated that, "Congress has not commanded that the less qualified be preferred over the better qualified," 401 U.S., at 436. Griggs allows employers to set standards as high as they choose as long as they are consistent with equal employment opportunity policy.

Third, the term "job performance" ignores concepts such as employee absenteeism, turnover, trainability, or accident rates that are legitimate objectives of the employer. In fact, Part B of the same definition uses broader wording suggested by APA. Similar language in Part A would not only achieve consistency within the definition, but permit employers to inquire about broader aspects of work behavior. Research illustrates that these factors are often more closely related to employer profitability and effectiveness than measures of job performance and that valid measures have been developed in these areas. In addition, the term "job performance" restricts the use of measures to individual jobs rather than classes of related jobs. For the past two decades there has been little scientific support for requiring specific validation



studies for each and every job in each and every situation.

In essence, we believe the specific wording chosen in the definition of business necessity is unnecessarily narrow and may result in restrictive interpretations that have no scientific basis. We also find such interpretations run contrary to well established findings in personnel selection and if implemented would turn back the clock of scientific research in measurement and employment selection by at least two decades.

Therefore, we would like to propose a definition of business necessity that is consistent with the intent and objectives of the bill, as well as established scientific standards:

"The term required for business necessity means shown to be either or (1) manifestly and demonstrably job related, or (2) representative of demonstrably important components of the job, or (3) predictive of or significantly related to work behavior(s) comprising or relevant to the job or job family for which the procedure or combination of procedures is in use."

This definition is a legitimate return to the *Griggs* definition which was applied successfully for twenty years until *Wards Cove Packing Co. v. Antonio*, and embodies the current state of scientific research and accepted professional standards. The definition is also consistent with the *Uniform Guidelines on Employee Selection Procedures*, which has been adopted by the Equal Employment Opportunity Commission, Civil Service Commission, the Department of Justice and the Department of Labor.

We have been cautioned that our proposed definition may be too complex or lengthy for legislation. Yet this definition is infinitely more precise, objective, and shorter in word length than the current definition. While the *Griggs* decision was successfully upheld until the *Ward Cove* decision, there was a substantial amount of litigation that ensued in carving out the precise meaning of business necessity. APAs definition of business necessity will put meat on the bones of the definition embodied in *Griggs*. It also allows lawyers on both sides to carefully evaluate the case short of litigation. Thus, APA's definition would reduce future litigation, while the current definition would encourage both sides to pursue litigation.

APA remains interested and willing to work with the Committee on the specific language that will temper many of the concerns rising from the *Wards Cove* decision while ensuring that the technical and scientific issues are appropriately addressed. We also encourage inclusion of report language based on the technical and scientific discussions that we have presented in this testimony.

APA believes the suggested changes are clearly in keeping with the intent and objectives of the Civil Rights Act of 1991, which we support. It would, thus, seem in everyone's best interest—civil rights groups as well as employ-

ers—to develop precise language that will certainly be used to guide employment practices into the next decade.

I would like to thank the committee for affording APA the opportunity to share its views with you.

## Race-Norming<sup>1</sup>

If "quotas" has become a volatile word in the debate over the Democratic Civil Rights Bill, it is nothing compared with the potential social combustion of "race-norming."

Race-norming is the employment practice of adjusting job-test scores according to separate racial percentiles. In practice, test results are separated into racial groups, and then whites, blacks and Hispanics are ranked by percentile against only members of their own race. Then, when the results are presented to an employer, they are combined without reference to race and listed by rank. Effectively, a person whose real score on the test was high could be listed at a lower percentile than someone whose real score was lower but whose percentile-within-race was higher. Public agencies are the main users of race-norming, but an unknown number of private companies are also believed to be using the method.

The issue entered the Civil Rights Bill debate directly last month when Rep. Henry Hyde of Illinois asked the House Judiciary Committee to ban the adjustment of test scores on the basis of race, sex, religion or ethnicity. A straight party vote defeated his amendment 21 to 13. All Democrats voted against and all Republicans in favor.

Committee Chairmen Jack Brooks made the head-spinning claim that a ban on race-norming would be a "thinly veiled attempt" to push Congress into regulatory issues. "It's a very sticky, difficult issue," added Rep. Pat Schroeder, who suggested holding hearings. That's Beltway-speak for burying the subject.

The rationale for race-norming is that it is needed to compensate for tests that are said to be biased against blacks and Hispanics. "Any tests that emphasize logical, analytic methods of problem-solving will be biased against minorities," says Nancy Amuleru-Marshall, the director of research for Atlanta's public schools. On the other hand, the National Research Council concluded that there is no inherent bias in the Labor Department's General Aptitude Test Battery (GATB), the most widely used test of cognitive, perceptual and manual-dexterity skills.

No one knows exactly how extensive race-norming has become since the Carter administration agreed to allow segregated scoring on the GATB. At

<sup>1</sup> *The Wall Street Journal*, April 8, 1991. Reprinted with permission of *The Wall Street Journal*. ©1991 Dow Jones & Company, Inc. All rights reserved.

least one private test—the E.F. Wonderlic Personnel Test—uses some race-norming.

The racial weighting has generally been done clandestinely. It first came to light last year, after the Richmond News-Leader reported that the Virginia Employment Commission had altered the test results of 150,000 job applicants who had taken the GATB. Employers using the test—Philip Morris, Canon, Nabisco, Anheuser-Busch and the city of Norfolk among others—had no way of knowing which applicants had actually scored best in the tests. After the publicity, the Labor Department announced plans to suspend use of the GATB for two years pending a study. Meanwhile, the Equal Opportunity Commission, which confirmed it had been threatening to sue several Fortune 500 companies for not race-norming test results, said last December it was reevaluating its policies after a Journal article on this page criticized them.

But race-norming could become institutionalized by some of the legislative activity taking place around the Civil Rights Bill. Linda Gottfredson of the University of Delaware, the author of the Journal article (Dec. 6, 1990), says she has found a redefinition of “test fairness” in the Senate Labor Committee’s “statements of legislative intent” for the Civil Rights Bill favored by liberal Democrats. It says that a test that is unbiased and job-related would still be ruled “unfair” if there was a disparity in the test scores of various racial groups. Thus, the easiest way for a firm to avoid a lawsuit would be to use race-norming, which would become a form of quotas.

There are two main groups hurt by race-norming: the applicants whose scores are artificially made to appear lower and the many hard-working, able minorities for whom such treatment is both unwanted and ultimately debilitating.

The tendency of some groups to score lower on tests is a cause for concern, but the solution is not the use of distorted test data. A better answer lies in improving basic educational performance so that more people can meet objective standards that apply to all.

A fundamental tenet of the early civil-rights movement was that all Americans would be judged by their abilities and their character, and not by the color of their skin. It is one of the movement’s large accomplishments that this principle is now a matter of general consent in the United States; surely it is not in many other countries. To insist on measures such as race-norming is to risk unraveling much good.

## **OHRC VIEWPOINT: A Stint With Your Outplacement Firm**

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

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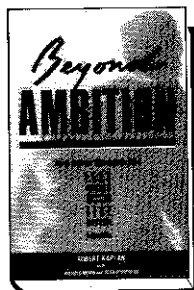
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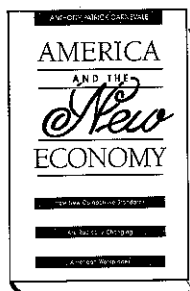
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## Excerpts of Comments Before the Equal Employment Advisory Council - February 28, 1991

Rickey Gaull Silberman  
Vice Chairman, EEOC

This is an exciting and challenging time in civil rights policy and enforcement, the end of one era and the beginning of another. When the domestic history of our time is written, 1989, 1990, and 1991 will be seen as crucial years.

The year 1989, fortuitously the 25th anniversary of the landmark 1964 Civil Rights Act, was marked by a spate of Supreme Court decisions in the area of employment discrimination law. These decisions were seen by some as "turning back the clock on civil rights" or "taking us back to a time of signs which say Negroes need not apply."

With that rhetoric as a political backdrop it is not surprising that the decisions prompted legislative efforts at wholesale revision to our civil rights laws. The 1990 Civil Rights Bill finally introduced reflected the drafters' attempt to codify the regulatory and judicial activity of the last 25 years. Ironically, the very breadth of those revisions sparked a policy debate of astonishing vigor and some candor (not to mention a Presidential veto). And that debate has raised issues in 1991 which merit vigorous and candid discussion: Issues like the discriminatory race-and gender-norming of test scores.

When Senator Alan Simpson introduced S.476, he stated that one of the objectives of his bill is to avoid enacting civil rights laws which will encourage employers to play it safe by hiring by quotas. In explaining that aspect of his bill dealing with the adjustment of test scores in a discriminatory fashion, the Senator stated:

"My bill would not allow an employer to use a neutral, nondiscriminatory ability test if the employer were to adjust the results of the test based on the employee's race, color, religion, sex, or national origin. My bill would also prohibit a civil rights plaintiff from attempting to require an employer to adjust the scores from ability tests based on the employee's race, color, religion, sex, or national origin. If a test is neutral and nondiscriminatory, it would be discriminatory to subsequently adjust the scores of someone merely because that person was a racial or religious minority, or a woman. The EEOC is reportedly considering a proposal to require test score adjustment, and my bill would prohibit such a discriminatory policy from being implemented."

When I read the Congressional Record I wrote Senator Simpson that the EEOC has been particularly concerned with the issue of the adjustment of test scores on the basis of race and sex. We were pleased to see that his bill would address this discriminatory practice. However, the Commission is not considering any proposal to require test score adjustment.

Now let me quickly add that unlike the police chief in Casablanca who professed to be shocked to learn about gambling at Rick's (or the piano player in the house of ill-repute) we do know that race-norming or the discriminatory use of test scores is going on. Indeed, the very practice of preferential treatment in the form of race-norming has been institutionalized, resulting in de facto quotas as illustrated in the following examples.

State Employment Service offices funded by the Department of Labor screen job-seeking candidates for over 12,000 jobs. Since 1981, under Department of Labor direction, 400 State Employment Service offices have been implementing a policy of preferential treatment in the form of "race-norming" the General Aptitude Test Battery (GATB), the most widely used employment test in the country.

Using what they call "within-group" scoring to implement the GATB, blacks are compared only to other blacks, Hispanics compared only to other Hispanics and "others" including whites and Asians, are compared only to "others." An individual's relative standing compared only to one's own race is then the test score reported to an employer in the form of a "within group" percentile.

Employers being held accountable for "underutilization" have been more than willing to have the Employment Service refer the relatively best qualified individuals within each group as a pragmatic means of achieving their numbers. When an individual's race determines the likelihood of being referred for a job, as is the case with the "race-normed" implementation of the General Aptitude Test Battery, the result is a de facto quota system.

The Department of State waives employment test results for minorities while requiring competitive examining for non-minorities. Each year there are upwards of fifteen thousand applicants for several hundred Foreign Service Officer (FSO) openings. The FSOs had traditionally been viewed as the pinnacle of merit employment because of the rigorous written exams required of all candidates. When the Carter Administration pressured State to come up with more minority FSOs, the decision was made to waive competitive written exam results for minority candidates calling these individuals "near passers" while continuing to rank-order the exam results of non-minorities.

When the likelihood of being judged on a competitive basis depends on an individual's race, as is the case with the race-conscious implementation of the Foreign Service Officer exam, the result is a de facto quota system. No matter how exceptional a minority FSO performed thereafter, the stigma of having been hired by a lesser standard remained.

It has moreover been recalled that the EEOC has advised district offices to insist on race and gender-norming tests as a less discriminatory alternative method of implementing otherwise neutral, job-related employment tests. One instance dealt with an employment test which was a sample of the actual job. The employer's validation study showed that those who took less time to complete the test (*sic*). The Commission's staff advised that the employer set separate cut-off scores for women to reduce the "disparate impact" of the standard. In effect, the Commission's position was that in order to reduce "disparate impact," the employer had to hire less qualified, less productive applicants.

Paradoxically, some of the same employers who have legitimately and understandably objected most strongly to EEOC staff proposals for adjusting tests to eliminate adverse impact have, at the same time, overwhelmingly responded that the Labor Department should continue its race-norming with respect to the GATB. Nor do these same employers wish to see the issue of race-norming of test scores addressed in legislation. That's not surprising because if government regulatory policy requires hiring by the numbers in order to minimize "disparate impact" liability or to overcome "underutilization," employers will, of course, want to hire the relatively best qualified of the required group and race-norming allows them to do that.

Senator Simpson had identified an enormously important issue. For the practice of race-norming is the oil which greases the quota engine driving much of employment policy today under the guise of government required contract compliance.

If you go back to the debates over the Civil Rights Bill of 1964, it is quite clear that the drafters never anticipated, never would have countenanced race-norming. To the contrary, the non-discriminatory use of tests was expressly protected. In this as in many other issues Title VII has been turned on its head and this most discriminatory practice is passed off as a least discriminatory alternative.

In 1964 this country made a commitment to all of its people to ensure equal employment opportunity. During the last 25 years we have been engaged in a valiant struggle to do just that. We've fought some pretty impressive battles. 1991 presents a probably never to be repeated opportunity to look at where we've been, what we've done, and where we need to go. New Civil Rights legislation will set out the rules of engagement for the battles against employment discrimination which lie ahead. A great deal is at stake.

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## SOCIETY CONFERENCE 1992

Ron Johnson  
Virginia Tech

MONTREAL!! Yes, in 1992, the Society's annual conference will be held in Montreal at the Queen Elizabeth. Mark the dates APRIL 30 - MAY 3, 1992 on your planning calendar. The conference program will take place on May 1-3 and the workshops will be held on April 30. The workshop committee has already met and is in the process of contacting presenters for twelve workshops to be conducted in Montreal. By late summer, you will have received the Call for Proposals for the conference. As is the tradition, you can anticipate an October deadline for proposals.

My office has already received several calls about next year's conference as individuals prepare travel budgets and make plans for their professional development activities. Start making your plans too! The Queen Elizabeth, or The Queen E if you are in a first name basis, is the THE hotel in Montreal. It has tradition, an outstanding location, conference space to handle the Society's requirements, and it will show the results of recent renovations. You don't want to miss the Seventh Annual Society Conference in Montreal.

If you have questions about workshops, please contact Georgia Chao (517-353-5415). Questions and program ideas, please contact Katherine Klein (301-405-5929). If you have general questions about the conference, please call me at (703-231-6152). The conference really does get better every year. You can help make Montreal the Society's best conference yet.

By the time that you read this, the hotel room rates will be confirmed and you will be able to start making your hotel reservations. For the past several years, we have had attendees fail to meet the deadline for making hotel reservations and they have been disappointed to learn that no rooms were available in the conference hotel. It is standard practice for hotels to "release" the contractual room block at least 30 days prior to the start of the conference. Therefore, PLEASE RESERVE YOUR HOTEL ROOM PRIOR TO MARCH 30, 1992. (P.S. You will also want to remember that the hotel room rates will appear in Canadian dollars. You will need to convert these rates to U.S. dollars.)

## The 1992 SIOP Annual Conference in Montreal: A Preview

SIOP's 1991 conference was a great success! The focus now shifts from St. Louis to Montreal for SIOP's 1992 conference.

As of this writing, we are still in the process of working our program planning activities and details, but here is what we know so far:

- **The 1992 conference will be held in Montreal, Canada from Friday, May 1st through Sunday, May 3.** Preconference workshops will be held on Thursday, April 30th.
- **Program proposals for the 1992 conference will be due on Friday, October 11th.** They must arrive at my office on this date, not be postmarked this date.
- **Fitting the location of the conference, a key theme for the conference will be International Perspectives in I/O Psychology.** This, we hope to receive proposals examining I/O research and practice abroad, for example.
- **We are also interested in historical perspectives on I/O Psychology as 1992 is the 100th anniversary of the American Psychological Association.** The APA Convention itself will spotlight many historical presentations, but we would like to join in the commemoration by including in the SIOP conference program reviews and analyses of historical topics and figures in I/O Psychology.

All SIOP members will receive the 1992 Call for Proposals to the SIOP Conference in August 1991.

If you have questions about or suggestions for the 1992 conference, please let me know. Thanks very much.

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College Park, MD 20742-4411

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## REPORT ON THE 6TH ANNUAL I/O-OB DOCTORAL STUDENT CONSORTIUM

Greg Dobbins  
University of Tennessee

Bob Vance  
Pennsylvania State University

The Sixth Annual Industrial and Organizational Psychology and Organizational Behavior Doctoral Consortium was held on April 25th, the day before the SIOP Annual Conference. The sessions were held at the Adam's Mark Hotel in St. Louis.

Due to the overwhelming response to this year's consortium, we increased the maximum number of openings to seventy. All seventy positions were filled and a number of students had to be rejected due to insufficient space. Twenty-seven schools were represented in the consortium, including: Michigan State, Ohio State, Nebraska at Omaha, Tulane, Missouri at St. Louis, Tulsa, Pennsylvania State, Louisiana State, Colorado State, Iowa State, Bowling Green, Central Michigan, Tennessee, Connecticut, Iowa, Kansas State, California at Berkeley, George Mason, Rice, Georgia, South Florida, Stevens Institute of Technology, Akron, SUNY at Albany, Illinois, Maryland, and Northwestern.

The day's activities began with a breakfast and an opening address by Pat Dyer. Pat provided an informative and entertaining examination of the role of an I/O psychologist in a business setting and discussed the KSA's which are necessary for success in industry. Students then divided into two groups, one of which was led by Jerry Ferris and the other by Art Brief and Jennifer George. Jerry presented a model of political processes in personnel/human resource management, while Art addressed issues related to organizational spontaneity.

The students enjoyed a plentiful lunch followed by remarks by Bill Howell. Bill provided insight into the publication process and discussed the reason why most papers are rejected or accepted. The participants then divided into two groups. George Thornton discussed what we know and do not know about assessment centers, focusing on the types of issues that should be addressed in future research. Jerry Greenberg discussed current research in justice and ways in which students can make a contribution in this area.

In the final session, a panel was formed consisting of presenters. Students' questions were then addressed by the panel. Numerous issues surfaced in the discussion, including licensing, tradeoffs associated with various types of jobs, internships, career development, and the publication process.

We would like to take this opportunity to thank all of the presenters for their time and effort. Their presentations were excellent and were extremely well received by students.

Plans for next year's doctoral consortium are currently being made. The

consortium will be held in Montreal the day before SIOP. If you have any questions about the consortium or any suggestions for next year, please feel free to contact either Jan Cleveland or Greg Dobbins.

## Looking Back at the 6th Annual I/O-OB Doctoral Student Consortium: Participant Perceptions

Jeffrey D. Kudisch  
The University of Tennessee

Based on the results of a survey instrument which was distributed to students at the end of the day's activities, the Sixth Annual Doctoral Consortium garnered very favorable reviews from those in attendance. Students were asked to complete a survey which contained questions grouped under two main sections: (1) general reactions to the consortium and (2) specific reactions to the sessions and presenters. A 5-point Likert-type scale (1= "Strongly Disagree" to 5= "Strongly Agree") was employed. Participants were informed that the purpose of the survey was to provide an assessment of the consortium and identify potential areas for future improvement. They were also assured that their responses would remain strictly confidential. Of the 70 students who attended the consortium, a total of 64 completed and returned the survey. Some of the more interesting findings are presented below.

### General Reactions

This section of the survey attempted to explore a number of broad issues related to the consortium. Overall, responses revealed that participants were genuinely pleased with this year's program. The majority of students indicated that they enjoyed attending the consortium ( $M=4.45$ ) and would recommend that other students from their schools attend in the future ( $M=4.52$ ). Furthermore, the participants generally agreed that the consortium was conducted in a professional manner ( $M=4.60$ ) and that the presentations were of high quality ( $M=4.22$ ). Considered together, it is not surprising that most of the respondents found the consortium, on the whole, to be very useful ( $M=4.22$ ). Finally, one logistical issue deserves mention; many of the students agreed that the consortium was publicized well enough in advance so that they could arrange to attend ( $M=4.21$ ).

### Specific Reactions

The second main area of questioning focused on each of the six individual



presentations. Information from this year's survey indicated that the majority of the participants responded quite favorably to the diverse slate of presenters. In regards to the breakfast presentation, students enjoyed **Dr. Patricia Dyer's** lively comments concerning the role of an I/O practitioner in industrial settings such as IBM. Participants indicated that the opening session was interesting, particularly because Dr. Dyer illustrated her points with meaningful examples and anecdotes.

Following Dr. Dyer's remarks, students were given the choice of attending one of two concurrent morning sessions. In one session, **Dr. Gerald Ferris** presented a political influence perspective as an alternative way of viewing Personnel/Human Resource Management. He also elaborated on directions for future research. At the same time, **Dr. Arthur Brief** led an interactive session which focused on issues related to organizational spontaneity. Not surprisingly, students reacted favorably to both sessions. They indicated that each session covered the topic area with sufficient depth, and that each presentation enhanced their knowledge levels.

Following lunch, **Dr. William Howell** provided participants with an "Associate Editor's view" of the publication process. Dr. Howell's candid remarks gave participants a realistic preview of how he and his fellow editors at the *Journal of Applied Psychology* evaluate the numerous manuscripts submitted for publication. Student responses suggest that they found the session very useful, especially because of the straightforward and encouraging advice offered by Dr. Howell.

After Dr. Howell's presentation, participants were given the opportunity to attend one of two concurrent afternoon sessions. **Dr. George Thornton's** session gave an overview of the assessment center process and described avenues for future research. At the same time, **Dr. Jerry Greenberg** led a discussion concerning organizational justice and related research. Once again, students' perceptions of each of the sessions were very favorable. For example, the results revealed that each presentation included an adequate balance between theory and practice. Students also agreed that both speakers illustrated their points with meaningful examples.

Finally, the day concluded with a panel discussion. While respondents generally agreed that the discussion was a useful tool for soliciting the advice of professionals, a number of students indicated that they felt the topics focused too heavily on scientific/academic issues.

### Where to Now?

Taken together, the survey findings suggest that students were afforded a useful and worthwhile graduate training experience. However, the overwhelmingly positive reactions should not preclude next year's organizers from enhancing the doctoral consortium. Respondents suggested two common themes

related to possible future improvements. First, a number of participants felt that more time should be scheduled for informal interactions among students themselves, and between students and presenters. The most popular recommendations for facilitating such relations included allocating time for a social hour at the end of the day and increasing the number of concurrent sessions offered (while limiting the size of the audiences in each). Second, many participants suggested that presenters should be selected in such a way that individuals from both academic and industry/consulting are equally represented in the consortium.

On behalf of the students who attended, I would like to take this opportunity to thank **Drs. Greg Dobbins** and **Bob Vance** for once again organizing an impressive consortium. I would also like to extend a sincere thanks to all of the presenters who graciously contributed their time and energy to this endeavor and to SIOP for supporting and encouraging the professional development of doctoral students.

## I/O and OB Graduate Student Convention

Scott Highhouse  
University of Missouri-Saint Louis

The Twelfth Annual Industrial/Organizational and Organizational Behavior Graduate Student Convention was held in Saint Louis, April 5-7. The convention exceeded the expectations of the steering committee<sup>1</sup> and appeared to be enjoyable to convention participants. Over 60 graduate student papers were presented and students from over 30 universities and colleges attended.

The convention opened with a panel discussion: "Setting Standards for I/O and OD Professionals" by **Gary Burger**, **Vicki Vandaveer**, and **Donald Cole**. This was followed by a keynote address, "I/O Psychology and Public Policy" featuring **Paul Sackett**. The following day included the workshop: "Personality Assessment" by **Joyce Hogan** and **Robert Hogan**; "Behavioral Decision Theory" by **Paul Paese**; "Organization Development at Anheuser-Busch" by **Alene Becker**; "Careers" by **Carl Greenberg**; "Managing Cognitive Processes" by **Dennis Dossett**; and "The Science, Art, Politics, and Ethics of I/O and OB Practice" by **Vicki Vandaveer**. A keynote lunch was also offered, "I/O Psychology and Organizational Behavior: A Critical Review" by **Milton Hakel**. The convention closed on Sunday with a panel discussion: "Perspectives on Small Groups in Organizations" by **Max Bazerman**, **Joe McGrath**, and **Eduardo Salas**.

<sup>1</sup> The committee included Gary Allen, Peter Dore, Mary Ellen Kinnaly, Liz Lane, Matt Paese, Mike Trusty, and Scott Highhouse.



These conventions are passed down from year to year, solely organized by students from the sponsoring school. The experience gained from hosting this convention is invaluable. I strongly encourage students to consider hosting this convention in 1993 and beyond. Next year's convention will be sponsored by Radford University and will likely be held in March or April. If you are interested in finding out about hosting a future convention contact me at: Department of Psychology, University of Missouri-Saint Louis, St. Louis, MO 63121.

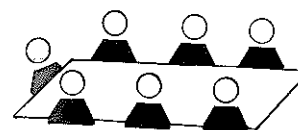
Finally, I would like to thank SIOP, the P/HR and OB divisions of the Academy of Management, the University of Missouri-St. Louis, and the many corporate sponsors who made this year's convention possible.

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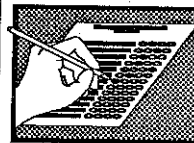
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## REVISION OF GRADUATE TRAINING PROGRAMS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND ORGANIZATIONAL BEHAVIOR

The Education and Training Committee is preparing to update *Graduate Training Programs in Industrial/Organizational Psychology and Organizational Behavior*. This publication provides a brief description of masters and Ph.D. programs in I/O psychology, organizational behavior, human resource management, and industrial/labor relations.

In order to collect the information necessary to update this publication, a questionnaire will be sent to all programs during September, 1991. This questionnaire will automatically be mailed to all programs that were either: (a) listed in the 1989 version of the publication; or (b) listed in the updates published in *TIP*. If you would like to have your program included in *Graduate Training Programs in Industrial/Organizational Psychology and Organizational Behavior* and were not listed in the previous version or the updates, please send a written request indicating program name, contact person, and mailing address to: Greg Dobbins, Program in Industrial and Organizational Psychology, 415 Stokely Management Center, University of Tennessee, Knoxville, Tennessee, 37996.

### JOB OPENINGS?

Contact the Business Manager to advertise in *TIP*. Michael K. Lindell, Department of Psychology, 129 Psychology Research Building, Michigan State University, East Lansing, MI 48824-1117. (517-353-8855).

## THE DEPARTMENT OF LABOR IDENTIFIES WORKPLACE SKILLS

Deborah L. Whetzel  
American Institutes for Research

The Department of Labor, under Secretary Elizabeth Dole, established the Secretary's Commission on Achieving Necessary Skills (SCANS) on February 20, 1990. The purpose of the Commission is to recommend the skills required for work readiness so that our youth will be better prepared to participate in the workforce of the future. Pelavin Associates, the American Institutes for Research, and the Institute on Education and the Economy were contracted to provide technical and research support to the Commission.

SCANS has identified a set of workplace skills, thought to be essential for high school graduates to gain meaningful employment in the present and future American economy. The set of 38 skills are categorized as enabling skills and functional skills.

Enabling skills are thought of as the academic and behavioral characteristics upon which functional skill competency is built. The enabling skills were defined and organized into three domains as shown below:

- 1) basic skills, such as reading, speaking, listening, and mathematical skills;
- 2) intellectual skills, such as decision making and problem solving; and
- 3) affective skills, such as cooperation, sociability, and conscientiousness.

Functional skills are thought of as more closely related to what people actually do at work. The functional skills are organized into five domains as shown below:

- 1) resource management skills, such as time management, human resource management, financial resource management;
- 2) information management skills, such as identifying, preparing, and interpreting information;
- 3) personal interaction skills, such as participating as a member of a team, negotiating to arrive at a decision, and serving clients and customers;
- 4) systems behavior and performance skills, such as understanding how systems work, and anticipating and identifying consequences; and
- 5) technology utilization skills, such as selecting and using technology, and maintaining and troubleshooting technology.

The process of identifying and defining these skills has been conducted in four stages. First, an approach for identifying skills was formulated. This consisted of soliciting comments and suggestions from Commissioners, visiting high performing corporations that emphasize high level employee skills,

reviewing recently conducted research and discussing skills with a wide range of researchers and analysts. This preliminary research led to the development of an initial set of skills that were reviewed by a panel of experts. The experts refined the draft set of skills into a set that could be revised and extended to the point where it adequately described, in understandable terms, the important aspects of what people do at work in performing effectively.

Second, an extensive literature review was conducted to define the skills that resulted from the experts meeting. Sources included the psychological, education, and business data bases.

The third stage involved asking experts in the skill domains to review the skills and the definitions to indicate if anything is missing from the definitions or from each domain. In addition, they were asked to review some examples of how these skills might be used in the workplace. Experts were chosen that represented research, business, and other communities.

The fourth stage is a job analysis of various positions in the national economy to determine how these skills are used in a representative sample of jobs. Fifty jobs were identified as representing the jobs in the economy that are part of a meaningful career path, are expected to make up a large proportion of jobs in the future economy, and collectively, call upon a diversity of skills. The job analysis consists of asking job experts to review the clarity of the skills definitions and to rate each skill in terms of its criticality for the job being analyzed. For functional skills that are rated as highly critical, interviewees are asked to describe, in some detail, a task that requires the use of the highly rated skill. Another part of the job analysis involves asking job experts about critical incidents that describe the proficient use of the skills and to discuss an exceptional day that required the use of the skills. The purpose of this part of the job analysis is to provide a job-related context within which the skills are used.

The data collected from the job analysis interviews will be used to evaluate the adequacy of the SCANS enabling and functional skill definitions in terms of clarity and comprehensibility to job experts (incumbents and supervisors). The data will also be used to estimate the criticality of the skills across a wide variety of jobs. In addition, job tasks will be identified and described that illustrate how the functional skills are used on the job. All of this information will be used to modify and refine the skills and to assist in developing methods for assessing and teaching the skills.

The end product, as stated by the Honorable William E. Brock (chair of the Commission), "must include the publication of necessary functional and enabling skills which society must provide to every child in this country by the age of sixteen. Our mission, once these are enumerated, must be to bring the progressive forces of this country to bear on those changes in public education which would allow us to meet the stated objective. Every school would be affected, every child would be affected, every work place would be affected."

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## Practice Network

Thomas G. Baker

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Welcome to the "Practice Network." This space is used as a form for discussing practitioner issues. What you read here develops based on your input, recommendations, comments, and chatter. I am always available to speak with you at (303) 530-8143.

### Who You Gonna Call?

How did you handle your last literature/information search on the topic of self-managed work teams? Chances are you did not call the new Center for the Study of Work Teams.

The Center's director, **Mike Beyerlein**, plans for the center to fill the broad gap in research on, you guessed it, the study of work teams. The Center is ready to respond to your requests for information and is already pursuing it's own projects with such firms as TI, Boeing and GE.

The Center's most visible projects have been last year's *International Conference on Self-Managed Work Teams* and a free mailing of the inaugural issue of the Center's newsletter sent to all SIOP members. Outside grants, corporate sponsorships and conference revenue support the Center for the Study of Work Teams.

The Center is currently registering attendees for its October 1991 *International Conference on Self-Managed Work Teams* (late registration fees kick in August 19, call the Center at 817-565-3096). The first International conference had an 80% practitioner, 20% academic presentation mix, and it is expected this year's October conference will be of an equally applied nature.

The Center for the Study of Work Teams is a welcome addition to this rapidly growing area of personnel management: the self-managed work team. Future copies of the Center's newsletter are free to SIOP members who call these fine folks at (817) 565-3096.

### What is Shared Leadership?

What is you used a work to define a concept and then found out that you were using the wrong word? Do you change the word you use or do you change the concept?

**Richard Wellins** feels we may be using the phrases *self-directed* or *self-managed* teams imprecisely, when instead we should be utilizing the phrase *shared leadership* teams. This was one of the important findings Richard



discovered while managing a survey of self-directed teams (SDTs) for Industry Week, D.D.I. and the Association for Quality and Productivity.

Although any survey is not without some design flaws, this convenience sample survey yielded two items of note that can be drawn from the findings.

There is strong growth expected in SDTs over the next three to five years. **Richard Wellins** says, "SDTs are beyond experimentation...a good number of the companies beginning to implement SDTs expect to expand the use of this concept." About one quarter of those responding to the survey report using SDTs. Yet, users report only 10% or less of their total workforce is organized into teams. This utilization figure is expected to grow to 50% in the next three to five years.

Another key finding is the notion that, although we are getting familiar with the notion of self management, the survey shows that many decisions are being shared between team members and their supervisory body. A great deal of the traditional supervisory responsibilities are not going lock stock and barrel into the domain of self-directed teams, but instead are being shared between team members and supervision.

Working within the confines of the survey's limited statistical generalizability, an important point for I/O psychologists is to realize how many of the top barriers to SDT implementation fall into our domains of speciality—training, organizational systems which need to support the needs of SDT (such as compensation systems), and supervisory resistance.

### PAQ and DOT

Many SIOP members are actively working to make sense of the "new" jobs and "new" workers required by changes in the employment picture. Decreasing management layers, increased job responsibilities, intense competition, less supervision and higher levels of productivity and quality are causing you and many other I/O psychologists to rethink current practices.

**Bob Mecham** chatted with Practice Network about recent job analysis activity he has observed from the perspective of the PAQ.

Bob and **Dick Jeanneret** have been involved in recent job design work in which the PAQ was used to group the tasks, required by an assembly process, on the basis of common work behaviors as an important input into the socio-technical engineering of how the product is manufactured.

Bob has also been involved in "rightsizing" efforts to create new job clusters for existing jobs composed of similar work behaviors, thereby consolidating the numbers of positions.

**Bob Mecham's** latest project has been to find a way to reveal an individual's interests and skills and to match these personal qualities with the tasks and skills needed by a company. He feels he may have found a way of allowing people to create the kind of job they can succeed in by composing a job that is behaviorally suited to them. This new research could have a marked

effect on those practitioners who are hiring less, laterally transferring more and having to select uniquely skilled employees for new, high demand positions.

The venerable *Dictionary of Occupational Titles* (DOT) may be getting a facelift. **Ken Pearlman** and **Marilyn Gowing** are members of a federal advisory panel charged with making recommendations to the USES regarding future revisions of the DOT. When was the last time *you* consulted the DOT? The project is parts of the DOL's Workforce Quality Agenda to assure that the American workforce has the skills to meet the challenges of the 1990's and beyond.

The panel, convened last fall, has a broad charter that includes evaluating the scope and purpose of the DOT, assessing user needs and assessing alternative methods for collecting, analyzing, organizing and disseminating occupational information (including person, job and work context information). At this early stage of work, the design of the future DOT is very much "up for grabs," with the panel considering options ranging from relatively minor improvements to fundamental restructuring of the DOT and the system that produces it.

The DOT, last updated in 1977, defines some 12,000 jobs by their tasks, work products, machines and tools utilized, etc. Some of the issues currently being considered by the panel include whether work can be effectively described in terms of broader descriptors (e.g., skills, general work behaviors) or at a broader level of aggregation (e.g., job families rather than specific occupations).

In the future, our only assurance is that many jobs will continue to change in form and function. Such emerging changes, both in the workplace itself (e.g., team modes of operation, decentralized decision making, changes in skill requirements as a result of new technology, etc.) and in the demographics of work (e.g., the expanding service sector) and workers (e.g., the changing workforce profile), present particular challenges to the effort to design a system of occupational information that will be flexible and useful for a wide range of purposes.

Ken and Marilyn also spoke to *Practice Network* about delivering the DOT as a computerized database instead of as a tome. They suggest this format may dramatically increase its use as a tool for gathering information and making comparisons amongst jobs and for conducting research. Have an opinion? Call Marilyn Silver, DOT Review Project Director, at (202) 535-0161.

### Catching Up On Current Issues<sup>1</sup>

This is the painless way to up-date yourself on four important political-legal topics. You're looked to as the expert within your organization so pay attention—this won't hurt a bit!

<sup>1</sup>(See the Features by Wayne Camara and Ben Schneider elsewhere in this issue of TIP - Ed.)

### *Civil Rights Act:*

Look sharp! The full name of this act is the Civil Rights and Women's Equity in Employment Act of 1991. Of course, you can call it HR-1. The Act is a more liberal version of the bill successfully vetoed by Bush in 1990. It is expected to go back for a House vote in June. The Senate version will be sponsored by Kennedy, but is currently nowhere to be found. He may be having trouble lining up last year's support with elections upcoming. Although the publicized issue is about quotas, the real issues are jury trials, punitive damage limits and reimbursement of legal expenses (the 1990 Act had a \$150,000 punitive limit, the 1991 Act currently has no limits). Don't hold your breath for this to get back to Bush before very late this year, if at all.

### *ADA:*

The full name is the Americans with Disabilities Act. ADA was enacted 7/26/90 and becomes effective 7/26/92 for most employers. The regulations being drafted will pose at least two very serious questions to our community: 1) What "reasonable accommodations" should be made in test administration? Start planning now for the complexities this will pose to your test standardization, and 2) How justifiably have we delineated "essential job functions" in our job analyses and job descriptions? Get more information on the ADA by contacting the Office on the ADA at (202) 514-0301.

### *GATB:*

No discernable movement since last fall. DOL has not yet decided to implement its proposed nationwide suspension of the GATB while a two-year study is done to correct deficiencies. Meanwhile, four of the 38 states that were using the GATB/VG program have suspended its use until the DOL completes its study. The DOL is in a no win situation here: They cannot continue race-norming much longer, or else the Justice Department will sue them for intentional discrimination against whites. But if they stop race-norming, the GATB will have an adverse impact against African-Americans and Hispanics and someone, if not the Justice Department, will sue them for disparate impact discrimination. If the DOL suspends the GATB completely, some employer might sue them for breach of contract to provide free testing services. Race-based norming is at the root here. DOL is between a rock and a hard place.

### *Integrity Testing:*

This is currently a state level issue. There is nothing foreseeable at the federal level, thanks in part to **Bob Guion, Hilda Wing, Wayne Camara** and the APA Science Directorate report to Congress. Currently NY is proposing and MA has a ban on the use of written integrity tests. RI has a ban on their use as the

sole criterion for employment decisions and CT and OR are considering bans. The major issues are privacy, test validity and the right to no self-incrimination.

Thanks to **Lance Seberhagen** and the informative Personnel Testing Council of Metropolitan Washington's (PTC/MW) monthly newsletter for this input.

### **TQM Is More Prevalent Than You May Think**

**Gene Johnson** and **Joan Pastor** called to discuss their research and opinions on the meaning of TQM (Total Quality Movement) to I/O psychology. Many, many practitioners have voiced concern over the slow pace with which we are connecting with this business revolution. Suffice to say, TQM is an OD psychologists dream.

Who's to evaluate TQM's effect? We need to put the philosophical foundation of TQM, based in large part on one man's theories, Dr. W. Edwards Deming, under scientific scrutiny. (I say this, in part, as an opportunity to chastise SIOP for nearly omitting presentations on TQM at the April convention, excepting the symposium on alternative performance appraisal practices chaired by **Gregory Dobbins**, presented by **Barry Nathan, Jon Milliman, Ken Carson, Bob Cardy, Fanny Caranikas-Walker, Cynthia Sutton** and **David Waldman**, with **Jack Feldman** and **Jerard Kehoe** as discussants.)

**Gene Johnson**, frustrated by the lack of scientific research on the topic of TQM and performance appraisal, completed a survey of 20 firms. Although in theory (Deming's theory) TQM and individual performance review are antithetical, Gene found only one in 20 firms which entirely discarded performance appraisals. Gene found them reluctant to get rid of something so familiar and puzzled as to how to "replace" it. At most, firms have introduced quality-oriented elements into their current appraisal systems. Gene feels that the negative, punitive parts of the performance appraisal process should be discarded, but that people want and expect timely and meaningful feedback. Let's not throw the baby out with the bath water.

TQM is wide open for research opportunities, practitioners! Gene suggested the following possibilities: more thorough investigations of how performance appraisal works in TQM systems, studies of the implementation of TQM with white collar workers, and the development of performance feedback systems which maximize individual effort while reinforcing only team level activity. Gene is happy to send you a copy of his TQM and performance appraisal survey—reach him at (202) 606-2544.

**Joan Pastor** feels that TQM should be a "natural" for organizational psychologists because of TQM's strong process or system orientation. We are uniquely qualified to add a humanistic dimension to the management and operational philosophy of Dr. Deming, a statistician and engineer by trade.

Joan emphasizes three basic factors in a TQM intervention; 1) total focus on the customer, 2) an effective communication loop from the top, down and back up again, and 3) a mindset focused on continuous process improvement; discovering and measuring small, incremental improvements for every process.

Although the TQM movement has employed heavy use of statistical tools, differentiating itself from other organizational theories by the use of these tools, Joan cautions that the team aspect of TQM is equally important to its measurement aspects. The type and degree of measurement will vary from organization to organization. She feels its very important to establish group-oriented decision-making practices geared towards the systematic analysis of process issues. The main beauty of a process orientation is that it depersonalizes situations and requires a pulling together, instead of fragmentation, of resources. Joan said Deming feels that 90% of the problems are systems or process oriented.

The performance appraisal issue is a sensitive one in TQM circles, Joan remarked. Deming feels the MBO process unnecessarily limits a person's perspective to the "task at hand" and doesn't help them view their job in the greater context as a part of an organizational system. How about defining the key responsibility of a job as "making the job better," Joan asks? What kind of ramifications for job analysis, as well as performance appraisal, would this approach have? Would it not turn performance counseling away from "This is how I (Ms. Supervisor) feel you (Joe Employee) have done," and into "How can I help you, Joe, do your job better?"

Joan feels that TQM is an organizational development redesign which supports managers, vendors and employees alike in learning about, and acting from, a process viewpoint.

Joan recommends contacting the American Society for Quality Control to learn more about Deming's managerial philosophies. Reach the ASQC at (800) 248-1946 or pick up Dr. Deming's book, *Total Quality Management*.

### See Your Name in Lights...well almost!

The *Practice Network* wants you to share your work, opinions and insights with other practitioners. It's a simple process—we talk, I write and your name goes up in bold print in the next **TIP**. As always, contact the *Practice Network* by calling **Thomas G. Baker**, Micro Motion, Inc., 7070 Winchester Blvd., Boulder, CO, 80301. Voice: (303) 530-8143, FAX (303) 530-8422.

## IOTAS

Steve W. J. Kozlowski

**Milt Hakel**, Professor and Chair of the Department of Psychology at the University of Houston, has accepted the Ohio Board of Regents Eminent Scholar in Industrial and Organizational Psychology Chair at Bowling Green State University. This chair, believed to be the first endowed I/O psychology chair established solely in a department of psychology, is supported through the State of Ohio's Eminent Scholar program, which was established to attract world-class scholars to the state's universities. Milt will join **Bill Balzer**, **Joe Cranny**, **Bob Guion**, **Ann Marie Ryan**, **Carilla Smith**, and **Pat Smith** at Bowling Green. He will continue his research on personnel selection and training and development. Milt and his wife, Lee Hakel, as Publisher and Managing Editor of *Personnel Psychology*, will be moving the journal's office to the Bowling Green community.

The Psychology Department of Baruch College, C.U.N.Y. has announced that **Judith L. Komaki** has joined the department as a Full Professor. **Ronald A. Ash** has been promoted to Full Professor at the University of Kansas School of Business. **Michael T. Brannick** has received tenure and promotion to Associate Professor at the University of South Florida. And **Hodges L. Golson** of Georgia is a recent APBB Diplomate in I/O psychology.

The Center for Applied Behavioral Sciences, in collaboration with the Planning Studies unit at Penn State, has received a \$700,000 contract to develop a system for skill set self-assessment for dieticians awarded by the American Dietetics Association. **Bob Vance** and **Frank Landy** will work on the project, along with an I/O graduate student. Frank also reports that APA has chosen him to deliver one of the Master Lectures at the 1992 APA Convention on a topic associated with the history of I/O psychology. In case you missed Frank's Presidential Address at the SIOP Conference, **TIP** will print his I/O "Family Tree" in the October issue.

**Gavriel Salvendy** reports that he and **Waldemar Karwowski** are editing a new journal, "International Journal of Human Factors in Manufacturing," published by John Wiley & Sons.

Organization Assessment Systems (OASYS), the new division of National Computer Systems, reports the recent addition of **Kraig King**. Kraig, formerly Vice President, Personnel Decisions Research Institute, Inc. (PDRI), is now Director of Marketing for OASYS.

**Arthur L. Korotkin** has recently joined Westat as a Senior Study Director. Prior to joining Westat, he was a Vice President of Response Analysis Corp. and Director of Advanced Research Resources Organization (ARRO) Divi-

sion. Art was also just appointed to a three year term on the Maryland State Board of Examiners in Psychology.

**Debo Akande** of the Department of Psychology at Obagemi Awolowo University (Ile Ife, Nigeria, West Africa) is interested in a post-doctoral fellowship, visiting lectureship, or cooperative research project with colleagues in the U.S. Please contact him if you can assist.

As part of the APA centennial, an ad hoc committee chaired by Ray Katzell has developed a series of brief histories of I/O psychology graduate programs to be published in **TIP**. The first history (Purdue) appeared in the April 1991 issue. Space limitations precluded publication of the next installment (Carnegie Tech) in this issue. History buffs should stay tuned for upcoming installments in future issues of **TIP**.

### **PDI, University of Minnesota Sponsor Third Annual National Assessment Conference**

Minneapolis, March 11, 1991 — Personnel Decisions, Inc. and the Department of Psychology, University of Minnesota will co-sponsor the 1991 National Assessment Conference this year under the theme "Assessment and Development for the 21st Century."

The Assessment Conference is scheduled for September 30 through October 2, 1991, at the Scanticon Conference Center in Minneapolis, Minn. The conference, directed at human resource professionals and other interested in assessments, will include presentations, panels and discussion groups addressing the following themes:

- International assessment and globalization
- Diversity in the workplace
- Leaders for the 21st Century
- Organizational and team assessment/development
- New techniques in assessment.

Guest speakers include Bruce Hoeffel, Director of International Human Resources for 3M; Susan Jackson, Assistant Professor, New York University; Harry Triandis, professor of psychology, University of Illinois, Champaign; Joseph R. Palmer, assessment officer, U.S. Army; James N. Butcher, professor, University of Minnesota; Robert Hayles, director of Human Resources, Grand Metropolitan; Susan Gebelein, vice president, Personnel Decisions, Inc.; and representatives of Hewlett-Packard; Colgate Palmolive, Niagra-Mohawk and the Federal Aviation Administration. Keynoters are: Wayne Cascio, professor of management, University of Colorado, Denver; and Jean Keffeler, president, Keffeler Management, Minneapolis.

For more information on the conference, call Personnel Decisions at 1-800-633-4410.

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Standing Committees, 1991-1992  
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**Deadline: January 15, 1991**

If you are interested in serving on a standing committee of the Society for the 1991-1992 period, please complete this form (or a copy of it) and mail it to **Allen I. Kraut**, Chair, Committee on Committees, Society for Industrial and Organizational Psychology, Department of Management, C.U.N.Y., 6 Preston Street, Rye, NY 10580.

**Name:** \_\_\_\_\_

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**Mailing Address:** \_\_\_\_\_

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[    ] Associate      [    ] Member      [    ] Fellow

**Committee Preference:**

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

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

**Prior Society Service:**

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

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**Prior APA Service:**

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

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**Special Interests and/or Qualifications:**

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

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**References:**

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

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Please mail the completed form (or a copy of it) by January 15, 1991, to:

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Check status in SIOP for which you are applying: Member \_\_\_\_\_ Associate \_\_\_\_\_ Foreign affiliate \_\_\_\_\_

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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
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**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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Department \_\_\_\_\_

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Greensboro	4/29/91	4/30/91
Chicago	5/20/91	5/21/91
Colorado Springs	6/03/91	6/04/91

To register or for more information, please call the CWO Workshop Coordinator at 800-627-7271, extension 5122.

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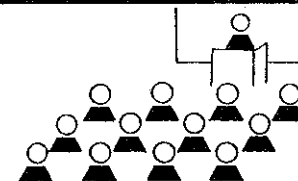
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## Meetings



### Upcoming Conferences and Meetings

This list was prepared by Ilene Gast for SIOP's External Affairs Committee. If you would like to submit additional entries please write Ilene Gast at Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E. Street, NW, Washington, DC 20415, or call (202) 606-1385, or FAX entries to (202) 606-1399.

- |            |  |
|------------|--|
| Jul. 7-12  | 23rd Interamerican Congress of Psychology. San Jose, Costa Rica. Contact Ana Isabel Alvarez, P.O. Box 23174 UPR Station, Rio Piedras, Puerto Rico 00931-3174.  |
| Jul. 8-12  | Second European Congress of Psychology: Cultural Diversity and Integration as a Topic and/or Process in Psychology. Budapest, Hungary. Contact: Second European Congress of Psychology, H-1378, P.O. Box 4. Budapest, Izabella u. 46. Telefax (35)-(1)-119-5699. |
| Jul. 15-20 | International Ergonomics Association 11th Congress. Paris, France. Contact: Mme. J. Monnier, Secretariat IEA 91, Laboratoire d'Ergonomie et Neurophysiologie du Travail, 41, rue Gay-Lussac F-75005 Paris (France), FAX (33) 1.47.07.59.01.                      |
| Aug. 7-10  | Association of Management Annual Conference. Atlantic City, NJ. Contact: Barry Armandi, Management Department, SUNY, Old Westbury, NY, (516) 876-3318.   |
| Aug. 11-14 | Annual Meeting of the National Academy of Management. Miami Beach, Florida. Contact: Don Hambrick, (212) 854-4421.   |
| Aug. 15    | Society for Industrial and Organizational Psychology Pre-Convention Workshops. San Francisco, CA. Contact: Jay Thomas, (503) 281-8060.   |

- Aug. 16-20 Annual Convention of the American Psychological Association. San Francisco, CA. Contact: APA, (202) 955-7705.
- Aug. 19-22 Annual Convention of the American Statistical Association. Atlanta, GA. Contact: ASA, (703) 684-1221.
- Sept. 2-6 Annual Conference of the Human Factors Society. San Francisco, CA. Contact: Lynn Strother, the Human Factors Society, (213) 394-1811.
- Oct. 6-10 International Personnel Management Association. International Training Conference and Exposition. Philadelphia, PA. Contact: IPMA, (703) 549-7100.
- Oct. 10-11 Society for Industrial and Organizational Psychology Workshop on Individual Assessment. Chicago, IL. Contact: Jay Thomas, (503) 281-8060.
- 1992  
Jul. 19-25 XXV International Congress of Psychology. Brussels, Belgium. Contact: Brussels International Conference Centre, Parc des Expositions, Place de Belgique, B-1020 Brussels, Belgium. Tel.: 32-2-478-48-60; FAX: 32-3-478-80-23; E-mail: gery@bleuku111.earn.
- 1993  
Aug. 8-13 5th International Conference on Human-Computer Interaction (HCI International '93). Hilton at Walt Disney World Village, Orlando, Florida. Contact: Dr. Gavriel Salvendy, Grissom Hall, Purdue University, West Lafayette, IN 47907 USA. Tel.: (317) 494-5426; FAX: (317) 494-0874; EMail: salvendy@ecn.purdue.edu.
- 1994  
Jul. 17-22 23rd International Congress of Applied Psychology. Madrid, Spain. Contact: Secretariat, Colegio Oficial de Psicólogos, 23 IAAP Congress, Nunez de Balboa, 58, 5, 29001 Madrid, Spain.

## Tom Janz of Human Performance Systems **ANNOUNCES:**

### The Behavior Description Series: Technology Licenses

Ten years of academic research, four years of client field work and over a million dollars of investment produced a practical and effective software toolkit. Now we seek to share this technology with a few good IO firms.

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Recent meta-analytic research reveals the incredible power of BD methods to predict job performance. With an .80s corrected population validity, BD enjoys the highest hiring accuracy known to science.

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**Job Analysis--** TopicBank and QuestionBank Word Perfect templates help form performance topics and BD questions quickly.

**Guide Templates--**PageMaker templates for *Job Preview*, *BD Interview*, *New Hire Coaching*, and *Performance Review* guides make producing professional client instruments easy and efficient.

**Guide Generator I,II--** Programs for quickly generating professional BD Interview Guides following a topic selection routine.

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For a **FREE Review Kit** or to arrange for a software demonstration during APA in San Francisco.

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## JOIN THE FIRM THAT PIONEERED CORPORATE PSYCHOLOGY

For almost half a century, RHR International has been the leader in consulting with senior management of the world's foremost companies. Formerly Rohrer, Hibler & Replogle, we will be expanding in both domestic and international markets.

We are seeking psychologists for full-time, career positions with our firm. Candidates must be able to establish rapport with senior executives and apply psychological principles to the development of people and organizations.

A doctorate in psychology is required. Administrative, management or business experience is desirable. Candidates for our European offices must be multilingual and have had extended experience in Europe.

RHR consultants come from diverse backgrounds including – but not limited to – clinical, counseling, organizational, educational and social psychology. Our firm is employee owned. We are managed by psychologists and committed to the professional training and growth of our staff.

Send a cover letter and vita to:

### **RHR INTERNATIONAL COMPANY**

Recruitment Information Center  
220 Gerry Drive, Suite A  
Wood Dale, IL 60191

## Calls and Announcements

### THE DEFENSE PERSONNEL SECURITY RESEARCH AND EDUCATION CENTER PERSONNEL SECURITY THESIS, DISSERTATION AND INSTITUTIONAL RESEARCH AWARDS FOR FISCAL YEARS 1991 AND 1992.

The Defense Personnel Security Research and Education Center announces a new program to help fund (through the Office of Naval Research) research addressing issues pertinent to the National Industrial Security Program (NISP) and personnel security. The areas covered by this funding program include financial and credit candidate screening and crime detection procedures, pre-screening, background investigation, adjudication, continuing assessment, employee assistance program, security awareness, security education, polygraph, and NISP research.

#### Eligibility

Participation is sought from graduate students and from scientists, and practitioners at U.S. financial, research, business, governmental, and educational institutions. To be eligible for the thesis or dissertation award, applicants must be students enrolled in a graduate program at a university accredited by the Association of Colleges and Secondary Schools for this regions and be sponsored by both their university and the chair of their thesis or dissertation committee. Candidates for a thesis award must have also satisfactorily completed at least 2/3 of the non-thesis credit hours required for graduation in their program. To receive a dissertation award candidates must be eligible to enter doctoral candidacy within six months from the date of their application. Prior to the dissertation award being granted, recipients must have completed all degree requirements except for the defense of the dissertation.

To be eligible for the institutional research award the applicants must be employees at a U.S. financial, research, business, or educational institution; hold an advanced academic degree; and be sponsored by their institution.

#### Support

The maximum award for masters degree thesis awards is \$3,000/student. The maximum award for dissertation grants is \$10,000/student. The maximum

award for institutional awards is \$20,000/project. Institutions are eligible to receive multiple awards.

For additional information send a letter requesting a copy of the program description pamphlet and a self-addressed label to: **Roger Denk, Director, Defense Personnel Security Research and Education Center, 99 Pacific Street, Bldg. 455-E, Monterey, CA 93940-2481.**

## **Master's Level Training In Psychology Conference *Proceedings***

The National Conference on Applied Master's Training in Psychology was convened at the University of Oklahoma in June, 1990, by the Council of Applied Master's Programs in Psychology (CAMPP). *Proceedings* from the Conference, containing the full text of Resolutions and Standards as well as Conference papers, are now available and will be of interest to those concerned with master's level training.

Resolutions and standards were approved in the areas of Program Outcomes, Curriculum, Title for Master's-Level Graduates, Credentialing, and Organizational Memberships. Task forces have been appointed to work toward implementation of the action steps approved by the Conference in these areas. For further information on these task forces, contact **Larry Alferink, Department of Psychology, Illinois State University, Normal, IL 61761 (309) 438-8651.**

Copies of the *Proceedings* are available from **Richard D. Tucker, Department of Psychology, University of Central Florida, Orlando, FL 32816 (407) 823-2216** for \$5.00 fee which covers duplication and mailing costs. Copies of the *Executive Summary* containing resolutions and action steps in the areas of program outcomes and curriculum are also available free of charge from the same address. **Rosemary Lowe, Editor, Conference *Proceedings*, The University of West Florida, (504) 529-4559 until July 1, 1991, (904) 474-2366 after that date.**

## **First Biannual International Conference on Advances in Management**

The first biannual international conference on Advances in Management will be held on March 25-28, 1992, at the Clarion Plaza Hotel, Orlando, Florida.

The objectives of the conference are to (1) encourage scholars to share their theory and research on management and administration; (2) provide effective

responses to environmental challenges of the 1990s; and (3) provide a forum for exchange of information between management scholars and practitioners.

Professor Chris Argyris (Harvard University) and Robert T. Golembiewski (University of Georgia) are the two Distinguished Speakers of the conference.

Request for further information should be addressed to the Conference President: **Afzal Rahim, Department of Management, Western Kentucky University, Bowling Green, KY 42104, USA, Phones: (502) 745-5408/2499, Conference Fax: (502) 745-2559, Home Phone & Fax: (502) 782-2601.**

## **Division 19 — Military Psychology APA Pre-Convention Workshop Thursday, August 15, 1991**

**San Francisco, CA**

## **The Role of Psychology in Operation Desert Storm**

Division 19 is sponsoring a pre-convention workshop at APA again this year. Although specific details of the workshop have not been finalized, this one-day program will focus on several major areas of concern to psychologists related to Operation Desert Storm. Topics include (1) clinical response of service members to deployment and the threat of combat, (2) effects of the deployment on job attitudes (e.g., intention to reenlist, job satisfaction), (3) family support issues, and (4) factors affecting performance of military units. Considerable research on these issues has taken place over the past year, and this workshop will provide a forum for presenting and discussing the implications of this work in a number of areas. The cost to attend the workshop is \$50. The workshop was not considered for APA-approved CE credits; however, a certificate which can be submitted to state licensing boards for possible credit will be provided. To obtain more information about this workshop, please contact: **Mr. James Harris, HumRRO, 1100 S. Washington Street, Alexandria, VA 22314, Phone (703) 706-5658, Telefax (703) 706-5644.**

## Call for Papers

The Society for the Psychological Study of Lesbian and Gay Issues (APA Division 44) seeks papers for the first volume of its new annual publication, *Contemporary Perspectives on Lesbian and Gay Psychology*. Contact Dr. Beverly Green, 26 St. Johns Place, Brooklyn, NY 11217 (718) 638-6451, or Dr. Gregory Herek, Psychology Dept., University of California, Davis, CA 95616 (916) 757-3240.

## Awards and Fellowships

APA invites applications for its 1992-93 *Congressional Fellowship Program*. The program sponsors two or more psychologists to serve as special legislative assistants on the staff of a Member of Congress or Congressional committee. The APA Fellowship program is intended to encourage more effective use of scientific knowledge in government, and to broaden the perceptions of the research, practice and governmental communities about the value of psychology-government interaction.

Prospective Fellows must demonstrate competence in scientific and/or professional psychology, display sensitivity towards political issues, and have a strong interest in applying psychological knowledge to national issues. An applicant must be a Member of APA (or an applicant for membership) and have a doctorate in psychology, with a minimum of two years post-doctoral experience preferred. APA will sponsor two or more Fellows for a one-year appointment beginning September 1, 1992. The Fellowship stipend is \$31,000 plus \$2,500 for relocation to the Washington, D.C. area and for travel expenses.

Interested psychologists should submit the following materials: (1) detailed; (2) a statement of approximately 1000 words addressing the applicant's interest in the Fellowship and career goals, contributions the applicant believes he or she can make as a psychologist to the legislative process, and what the applicant wants to learn from the experience; and (3) three letters of reference specially addressing the applicant's ability to work on Capitol Hill as a special legislative assistant. Deadline for receipt of materials is November 15, 1991.

Application materials should be sent to: **APA Congressional Fellowship Program, Legislative Affairs and Policy Studies, American Psychological Association, 1200 Seventeenth Street, NW, Washington, D.C. 20036, (202) 955-7675.**

## Call for Manuscripts for the International Journal of Organizational Analysis

This quarterly journal will publish original empirical and conceptual articles, case studies, teaching notes, simulations, and book reviews in the following areas:

1. Business and society
2. Organization theory
3. Organizational behavior
4. Strategic management
5. Other related areas

The *IJOA* will be published in January, April, July and October. The first issue of the journal will be published in January 1993.

Manuscripts must be prepared according to the latest edition of the *Publication Manual* of the American Psychological Association and will be reviewed by double-blind review process. Four copies of the manuscripts and requests for other details should be addressed to the Editor: **Dr. Afzal Rahim, Department of Management, Western Kentucky University, Bowling Green, KY 42104, U.S.A., Phones: (502) 745-5408/2499/2559, Phone & FAX: (502) 782-2601.**

## Human Performance Analysts Department of Nuclear Energy

Brookhaven National Laboratory, managed by Associated Universities, Inc. under contract with the U.S. Department of Energy (DOE), is a world-renowned, multidisciplinary Laboratory that carries out basic and applied research. Our Department of Nuclear Energy is seeking applicants for these challenging opportunities.

Staff positions are available for individuals at the Ph.D. level in Behavioral Sciences with experience in human systems interface, management and organization, and human reliability. Candidates should have demonstrated research as well as field data collection experience. The duties will include evaluation of performance data, development of new ways to determine and predict performance, field studies at commercial nuclear power plants and DOE facilities, and the review of technical design reports.

Applicants should submit a curriculum vitae and the names of three references to: M. McGrath, Office of the Chairman, Department of Nuclear Energy, Building 197C, Brookhaven National Laboratory, Associated Universities, Inc., Upton, Long Island, New York 11973. Equal opportunity employer M/F.

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**NATIONAL UNIVERSITY OF SINGAPORE  
DEPARTMENT OF ORGANIZATIONAL BEHAVIOR  
LECTURERS/SENIOR LECTURERS/  
ASSOCIATE PROFESSORS**

Applications are invited from candidates who are able to teach in one or more of the following areas at the BBA and MBA levels:

**Personnel Management/Human Resource Management  
Comparative Management/Cross-cultural Studies  
Organizational Behavior**

Applicants should possess a PhD degree from an accredited university. Those who expect to complete their doctoral programme soon may also apply. New PhD holders begin their career as Lecturers.

Besides appointments on normal 3-year contracts, visiting appointments for one to two years may be considered.

Gross annual emoluments range as follows:

Lecturer	S\$50,390- 64,200
Senior Lecturer	S\$58,680-100,310
Associate Professor	S\$88,650-122,870

(US\$1.00 = S\$1.74 approximately)

The commencing salary will depend on the candidate's qualifications, experience and the level of appointment offered.

Leave and medical benefits will be provided. Depending on the type of contract offered, other benefits may include: provident fund benefits or an end-of-contract gratuity, a settling-in allowance of S\$1,000 or S\$2,000, subsidized housing at nominal rentals ranging from S\$100 to S\$216 p.m., education allowance for up to three children subject to a maximum of S\$10,000 per annum per child, passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members may undertake consultation work, subject to the approval of the University, and retain consultation fees up to a maximum of 60% of their gross annual emoluments in a calendar year.

The Department of Organizational Behavior is a department in the Faculty of Business Administration. There are eight faculties in the National University of Singapore with a current student enrollment of some 15,000. All departments are well-equipped with a wide range of facilities for teaching and research.

All academic staff have access to the following computer and telecommunication resources: an individual microcomputer (an IBM AT-compatible or Apple Macintosh); an IBM mainframe computer with 16 MIPS of computing power; an NEC SX supercomputer with 665 MFLOPS of computing power; departmental laser printers; a wide spectrum of mainframe and microcomputer software; on-line library catalogue; voice-mail; the international computer networks - BITNET and INTERNET, linking academic institutions and research centres all over the world. The campus-wide network, which is based on the high speed optical fibre based FDDI technology, enables the academic community to access to the computing resources in the University from the convenience of the workstation in each staff office.

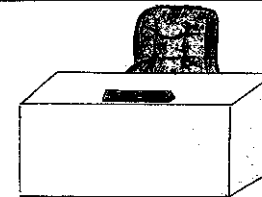
Application forms and further information on terms and conditions of service may be obtained from:

<b>The Director</b>	<b>The Director</b>
<b>Personnel Department</b>	<b>North America Office</b>
<b>National University of Singapore</b>	<b>National University of Singapore</b>
<b>10 Kent Ridge Crescent</b>	<b>55 East 59th Street</b>
<b>Singapore 0511</b>	<b>New York, NY 10022, U.S.A.</b>
	<b>Tel: (212) 751-0331</b>

Enquiries may also be sent through BITNET to: **PERSDEPT @ NUSVM**, or through **Telefax: (65) 7783948**.

## Positions Available

Michael K. Lindell



**CONSULTANT OR SENIOR CONSULTANT.** HRStrategies (previously Personnel Designs, Incorporated) is a full-range human resources consulting firm with offices in the Detroit, Hartford, Houston, Los Angeles, and New York City areas. Across the offices, HRStrategies has one of the largest complements of Industrial-Organizational Psychologists in the nation. Our business spans a range of industry groups, including the manufacturing, electronics, retail, transportation, pharmaceutical, petroleum, health care and entertainment industries. We work in both the public and private sectors. We are seeking Ph.D. or Master's level I-O psychologists who have strong writing, presentation, psychometric and statistical skills. Initial job duties would depend upon previous experience, and would include participation in a range of activities associated with the construction and implementation of selection systems (e.g., test development, test validation, interview construction and training, assessment center design), performance appraisal systems, career developmental programs, compensation programs, and attitude surveys. Advancement potential within the firm, commensurate with performance and ongoing development of skills. Salary competitive. Send resume to: **Dr. John D. Arnold, Vice President, HRStrategies, P. O. Box 36778, Grosse Pointe, MI 48236.**

**CONSULTANT OR SENIOR CONSULTANT.** Personnel Designs, Incorporated is a full-range human resources consulting firm with offices in Detroit, Houston, Stamford, and Hartford. Across the offices, Personnel Designs has one of the largest complements of Industrial-Organizational Psychologists in the nation. Our business spans a range of industry groups, including the manufacturing, electronics, retail, transportation, pharmaceutical, petroleum, health care and entertainment industries. We work in both the public and private sectors. We are seeking Ph.D. or Master's level I-O psychologists who have strong writing, presentation, psychometric and statistical skills. Initial job

duties would depend upon previous experience, and would include participation in a range of activities associated with the construction and implementation of selection systems (e.g., test development, test validation, interview construction and training, assessment center design), performance appraisal systems, career developmental programs, compensation programs, and attitude surveys. Advancement potential within the firm, commensurate with performance and ongoing development of skills. Salary competitive. Send resume to: **Dr. John D. Arnold, Vice President, Personnel Designs, Incorporated, P.O. Box 36778, Grosse Pointe, MI 48236.**

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**I/O GRADUATE INTERN.** Jeanneret & Associates, Inc. in Houston, Texas, is accepting applications for pre-doctoral Industrial/Organizational psychology internship positions. Interns at Jeanneret & Associates obtain hands-on experience in multiple facets of I/O psychology practice, supervised by accomplished I/O psychologists. Designed to complement graduate academic training, the internship provides the opportunity to develop competencies not normally addressed in a university setting.

Two types of internship are currently available: (1) 6 to 9 months for 30 to 40 hours per week, and (2) 9 to 12 months for 20-30 hours per week. Positions are available beginning in September and January.

Qualified candidates will be third or fourth year I/O graduate students who are ABD, and who possess strong research and analytical skills, have demonstrated effectiveness in completing work on time, and have good interpersonal skills. Expertise in SPSS or SAS is highly desirable.

Interested and qualified prospective candidates are invited to submit a vita and cover letter to **Vicki V. Vandaveer, Ph.D., Jeanneret & Associates, Inc., 3223 Smith Street, Suite 212, Houston, Texas, 77006.**

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**CONSULTANT/PROJECT MANAGER.** Organizational Effectiveness Consultants (OEC) is a broad-based human resources consulting firm located in downtown Chicago. We consult to a variety of companies, ranging from mid-sized to the Fortune 500, in the areas of personnel selection, opinion surveys, alternative compensation, management/employee development and strategic human resources planning. To meet the demands of our rapidly growing client base, we are seeking a consultant to assume total project responsibilities in the above disciplines. The ideal candidate will have a Ph.D. in I/O Psychology or a related field, have worked at least two years in a private, corporate environment, and have experience managing professional

staff. OEC prides itself in maintaining a staff with corporate experience as well as advanced degrees. Candidates must possess strong writing and oral presentation skills, a strong quantitative background and the ability to work in a fast-paced environment and meet multiple deadlines. Salary is commensurate with experience and background. Send resume and salary history to: **George M. Langlois, Ph.D., President, Organizational Effectiveness Consultants, 216 S. Jefferson Street, Suite 201, Chicago, IL 60606.**

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**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST.** Eastman Kodak Company is seeking a Ph.D., industrial/organizational psychologist for a full-time position in their Corporate Personnel Research unit in Rochester, New York.

Qualified candidates should possess specific training/experience in attitude research, selection test development and validation, computerized multivariate statistical analysis (especially SAS) and research design. At least two years of corporate experience desired.

Also essential are effective interpersonal, oral and written communication skills as well as consulting skills and the ability to relate effectively with all levels of management. Moderate travel required.

Send resume and references to: **Lane H. Riland, Ph.D., Director, Personnel Research, Eastman Kodak Company, Rochester, New York 14650-0308.**

Eastman Kodak Company is an equal opportunity employer.

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**MANAGEMENT DEVELOPMENT ASSOCIATE: I/O PSYCHOLOGIST.** A worldwide marketing communications firm has an opportunity available for an I/O Psychologist to work in its corporate human resource department. Position reports to the Manager, Management Development and Training. Specific responsibilities include designing and delivering training to domestic and international offices with 40% travel, and serving as a consultant to individual offices on a variety of HR issues (performance appraisals, succession planning, etc.) Candidate needs to be results oriented and have excellent platform skills. Ph.D. in I/O psychology preferred. Salary is competitive and dependent upon qualifications. Please contact: **Traci Berliner, Ph.D., Manager, Training and Development, 285 Madison Avenue, NY, NY 10017.** An Equal Opportunity Employer.

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**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 applicants 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 professionally.

Call or send résumé to: **Terry Scott, Ph.D., SPERDUTO & ASSOCIATES, INC., 100 Peachtree Street, Suite 500, Atlanta, GA 30303 (404) 577-1178.**

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**NORTH CAROLINA STATE UNIVERSITY.** Full-time tenure-track, Assistant (possibly Associate) level, I/O or Human Factors (Ergonomics). Fall 1992. Ph.D. and productive research program required. Teach two courses per semester. Industrial/Organizational applicant should possess a sound background in personnel psychology. Especially sought are applicants with research and teaching interests in areas such as training and development, personnel selection and placement, performance appraisal, and compensation. Send letter of application, research and teaching interests, CV, and four reference letters to: **I/O-Ergonomics Search Committee, Department of Psychology, North Carolina State University, Raleigh, NC 27695-7801.** Application review will begin December 1, 1991. Members of under-represented groups are strongly encouraged to apply. NC State University is an Equal Opportunity/Affirmative Action Employer.

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**SENIOR SURVEY RESEARCH CONSULTANT.** Fast growth Minneapolis-based survey research firm has an outstanding career opportunity for an experienced senior-level survey research consultant.

Responsibilities in this highly visible position include managing the delivery of major employee opinion and/or customer satisfaction survey projects. Consultant will direct all project phases including needs definition, planning, instrument development, analysis and reporting, and assisting the client organization in the effective use of survey results. Incumbent will also contribute to company goals through active participation in the sales and marketing of our services.

Position requirements include an established consulting track-record of 5+ years; a Ph.D. in industrial/organizational psychology or related field; excellent quantitative and project management skills; ability to work in a team environment; and ability to motivate and direct the work of others.

We offer a collegial working environment, an excellent project support staff, a reward for performance culture and an opportunity for involvement in the strategic management of the business. Please send resume and salary requirements to: **Gantz-Wiley Research Consulting Group, Inc., Attn: Search Committee, 920 Second Avenue South, 1300 International Centre, Minneapolis, MN 55402.**

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**FULL-TIME POSITION OPENING — METROPOLITAN LIFE.** Corporate Human Resources at MetLife has an opening for a full-time research consultant. The Research & Planning unit conducts an extensive program of employee opinion survey research and oversees job applicant assessment strategies. In addition, we work closely with Corporate Officers and managers on a wide variety of other human resources issues such as performance management, skill utilization, management planning, customer service, and program evaluation.

The position requires the design and management of several research and internal consulting projects in collaboration with other consultants in the unit. The ideal candidate is at least ABD in I/O Psychology (recent Ph.D. preferred) with experience in a corporate human resources environment. Applicants should be well versed in research methods and statistical analysis, have strong interpersonal and communication skills, and be able to develop creative approaches for addressing human resources concerns. Compensation is competitive and commensurate with experience.

If you are interested, send your resume to: **Dr. John C. Sherman, Director, Human Resources Research & Planning (7-Y), Metropolitan Life, 1 Madison Avenue, N.Y., N.Y. 10010.**

Metropolitan Life is an equal opportunity employer.

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**PERSONNEL RESEARCH CONSULTANT.** The Prudential has an immediate vacancy in its Corporate Human Resources Department. Responsibilities include: assisting business units in planning and implementing attitude surveys, conducting test validation studies, and conducting research projects on a variety of HR issues, including training needs analysis and evaluation, performance appraisal, executive development,

managing diversity, and compensation. Candidates must have, or be near completion of, a Ph.D. in I/O or OB, and strong skills in multiple regression/correlation analysis. Excellent interpersonal and communication skills, as well as experience in a corporate environment, are also essential. Please send your resume to: **Dr. Philip J. Manhardt, Director, Personnel Policies & Research, The Prudential, 751 Broad Street, 17th Floor, Newark, NJ 07102-3777.**

### **PTC-SC Fall 1991 Conference Call for Programs**

The Personnel Testing Council of Southern California (PTC-SC) invites SIOP members to participate in PTC-SC's annual fall conference. This year's theme "*Assessing Communications Skills*" will focus on such topics as:

- assessing bilingual proficiency
- assessing American Signing proficiency
- assessing writing skills
- assessing editing skills
- the impact of technology on communication skills
- separating accent from oral communication skills

These and related topics will be covered over a two day period by invited speakers and in concurrent mini workshops and symposia. If you or a colleague have conducted research in this area, or if you wish for more information, please write or call:

T. R. Lin, Ph.D., VicePresident-Conferences, PTC-SC  
c/o Los Angeles Unified School District  
Personnel Selection Branch  
P. O. Box 2298  
Los Angeles, CA 90051  
Phone (213) 765-3376  
Fax (213) 742-7743

The conference will be held at the beautiful Balboa Bay Club in Newport Beach, CA on September 12, 1991. In addition to these presentations, participants will be invited to network over cocktails and dinner during an evening cruise on Balboa's scenic bay.

## **PSYCHOLOGIST**

The U.S. Postal Service is currently seeking a Psychologist for our Personnel Research & Development Branch, located at our National Headquarters in Washington, D.C.

The successful applicant will develop and evaluate examinations, selection programs and evaluation systems that measure knowledge, skills, and abilities of current employees and job applicants, as well as conduct analyses of ongoing personnel programs to assess impact on the organization, and do research on employee attitudes and perceptions.

Qualified candidates will have knowledge of: applied industrial/statistical analysis packages (e.g., SAS); all aspects of aptitude and achievement test development, including job analysis methodologies; survey research techniques and practices; professional standards related to personnel selection and evaluation, including the Uniform Guidelines on Employee Selection Procedures, and various approaches to evaluating employee performance. The incumbent must also have the ability to communicate in writing to prepare technical and nontechnical reports, and communicate orally to make presentations to a wide range of audiences, including senior management.

Qualified applicants must successfully pass a pre-employment drug screening to meet the U.S. Postal Service's requirement to be drug-free and be a U.S. citizen or have permanent resident alien status.

The salary range is \$38,281 to \$51,236, plus a Cost-of-Living Adjustment. We provide an excellent benefits package including health/life insurance, retirement plan, a savings/investment plan with employer contributions, and annual/sick leave.

Applicants should send Postal Service Form 2591, Standard Form 171, or resume, stating current salary to: U.S. Postal Service, Headquarters Personnel Division, Room 1813, Team B, Code I, 475 L'Enfant Plaza, S.W., Washington, D.C. 20260-4261. The U.S. Postal Service is an Equal Opportunity Employer.



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## **DON'T IGNORE OPEs. THEY CAN PREDICT.**

OPEs are Other People's Expectations. Career decisions are heavily influenced by how other people expect someone to act. Most people are not aware of OPEs. If they were, they could take more constructive action to change them and improve their career futures.

OPEs emphasize prediction. Our new instrument, INSIGHT-OUT, captures OPEs about an individual in 8 leadership situations. This unusual insight goes beyond simple description in behavioral terms. It asks other people to predict.

INSIGHT-OUT pairs 8 pictures with 8 sets of interesting questions for each leadership situation. The instrument resembles a questionnaire completed about an individual by 4-5 managers, peers and/or employees. The combined expectations (OPEs) reveal what is typically never disclosed, explained or articulated. Nevertheless, OPEs are often self-fulfilling prophecies.

INSIGHT-OUT was recently developed by Melvin Sorcher, Ph.D., Joel Moses, Ph.D., and George Hollenbeck, Ph.D. For information, call or write:

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## **THE SCIENCE AND PRACTICE OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

This brochure, published by the Society, describes the work I-O psychologists do, how organizations can work with them, educational requirements, and the role of the Society.

Single Copies Free  
Packages of 10 available for \$5.00

Write to: **Society for Industrial and Organizational  
Psychology, Inc.**  
657 East Golf Road, Suite 309  
Arlington Heights, IL 60005

## **SIOP Calendar**

SIOP Workshops —APA San Francisco, CA	August 15, 1991
TIP Deadline for October Issue	August 15, 1991
APA Convention—San Francisco, CA	August 16-20, 1991
SIOP Workshop on Individual Assessment—Chicago, IL Contact: Jay Thomas (503) 281-8060	October 10-11, 1991
SIOP Conference (1992) Submission Deadline	October 11, 1991

## **Upcoming SIOP Conferences**

SIOP Conference — Montreal, The Queen Elizabeth	April 30-May 3, 1992
SIOP Conference — San Francisco, San Francisco Marriott	April 30-May 3, 1993
SIOP Conference — Nashville, Opryland Hotel	April 7-10, 1994
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