

TIP

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The Industrial-Organizational Psychologist is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. It is published quarterly in July, October, January, and April. Circulation is approximately 4000, which includes the membership of the Society; all APA officers, board members, Division presidents, and newsletter editors; graduate students in Industrial Organizational Psychology and Organizational Behavior programs; and individual and institutional subscribers. Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology unless so stated.

Printed By:

Stoyles Graphic Services, Lake Mills,
Iowa 50450.

Manuscripts and News Items:

Two copies of articles or news items should be submitted to the editor. Submissions well in advance of the deadline are appreciated.

Deadlines for each issue are:

July issue – May 15 deadline
October issue – Aug. 15 deadline
January issue – Nov. 15 deadline
April issue – Feb. 15 deadline

Advertising and Positions Available:

Advertisements, ranging from one-half to two pages, and Position Available announcements may be arranged through the TIP Business Manager. Deadlines for the placement of ads and announcements generally conform to the publication deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the TIP Business Manager.

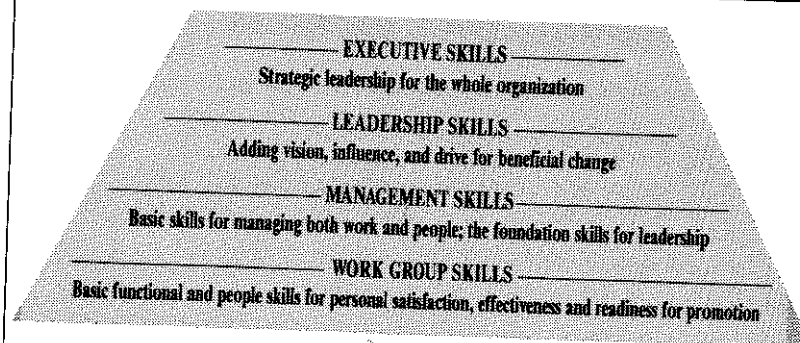
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Subscription to TIP is included with membership in the Society, including student affiliates. Subscriptions for non-members are available at \$20 per volume year for individuals and \$30 for institutions, payable in U.S. currency. All subscriptions begin with the July issue. For further information about Society membership or TIP subscription, contact the SIOP Administrative Office.

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Tests for Entry Level Workers

Comments by Tom Ramsay, Human Resources Psychologist

The availability of the *General Aptitude Test Battery (GATB)* for selecting applicants for job referral seems to be in doubt. Many organizations are looking to alternative means of evaluation of entry level workers.

Several of our clients have asked us to evaluate the readability levels and arithmetic requirements of their jobs and training programs. Then we developed reading and arithmetic tests to match the job and training program. Materials reflect the content, level, and philosophy of the employing organization.

This ensures that successful candidates have the reading and arithmetic skills necessary for successful understanding of job and training materials.

We have developed such tests for production maintenance, service, technical, and supervisory jobs. They have been used in industries such as food, processing, chemicals and manufacturing.

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TIP

The Industrial-
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Psychologist

Vol. 29/No. 2

October, 1991

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OHRC VIEWPOINT:

Using The Alternate Work Force To Prevent Unnecessary Rehiring

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

As the economy begins to slowly get better, companies are once again considering whether some rehiring should occur. Deep cuts have been made twice: first in the name of downsizing, following mergers and acquisitions, and more recently because of the recession.

As executive and partner outplacement experts, our firm has witnessed the suffering that so many have endured over the past five years from downsizing and the recession. Job hunts, which normally would have taken three months, have taken an average of six months to complete.

Now that the economy is improving, we urge companies to take great care as they enter a rehiring mode. Our view is that executives should not be hired unless companies are fairly certain that jobs won't be lost for any reason other than performance. All other work should be handled by the alternate work force that has cropped up, consisting of temporary executives, free-lancers, moonlighters and management consultants.

In addition to costing less, companies stand to benefit from the fresh thinking that outsiders bring. And if business continues to improve, companies can save on recruitment costs by hiring from within this alternate work group. Rehiring decisions must be made very cautiously — for both humane and bottom line reasons.

Oliver Human Resource Consultants is an executive outplacement and organization development consulting firm based in New York.



Oliver Human Resource Consultants, Inc.

250 West 57 Street, NYC 10107
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A Message from Your President

Richard Klimoski

Society business matters and their concomitant demands on the office of the president do not unfold at an even pace over time. Occasionally, there are some relatively quiet periods. Fortunately, this summer has been one of them. There are still a few things that I would like to highlight, however.

One activity that is about to take place is an important survey of the members of SIOP designed to identify areas of concerns felt by our members where we, who hold leadership functions in the Society, might potentially be more responsive. The effort is led by Margaret Ingate, Chair of the Professional Affairs Committee, with substantial input from Greg Dobbins/Ron Downey (for the E & T Committee), Val Markos (State Affairs), and the helpful assistance of Ann Howard and Neal Schmitt. If you are asked to participate in the survey, please do so.

In some respects, we are in a transition phase for the Society when it comes to collecting our dues and maintaining our own membership information base. Thus, we still have to rely somewhat on data from APA or APS. In this regard, if you have let matters slip and have been contacted by mail asking you why you have not sent in your dues or why you are not officially listed as a member of either APA or APS (the latter being a requirement for SIOP membership), I hope you will view it as a friendly reminder and respond affirmatively. On the other hand, if, contrary to our records, everything regarding your status is in order, we apologize for the "dunning." Just let us know the facts and we will correct our information.

Because our Society is officially a Division of APA, we have many ties with that organization. We have representatives on APA council (currently Wally Borman, Ann Howard, Wayne Cascio, and Shelly Zedeck). We have a strong presence at the APA annual conference with our own track of programming (which, by way of my personal experience at the San Francisco meeting this year, was excellent, thanks to Katherine Klein and her committee). We also have members on critical APA committees and task forces. Thus we are in an excellent position to monitor our interests as well as to influence official positions taken by APA.

We are however, still learning how best to relate to APS. Because it doesn't have a Divisional structure, alternative mechanisms are warranted. Up until this time, the nature of the interfacing activities have been largely defined in terms of personal or singular efforts. Thus some of our members have been

particularly active in APS governance (e.g., Milt Hakel, Ann Howard, Paul Thayer). Others have been involved in APS conference programming or in its publications (e.g., the piece in *Psychological Science* by Ed Locke and Gary Latham). For the immediate future, while APS wrestles with its structure, it appears as if these types of "bridges" will have to do.

In this regard, at my request, Ann Howard has prepared a "SIOP Profile" for future publication in the APS Newsletter. She did a nice job highlighting the essential attributes of the Society for people who might not know much about us. Be sure to look for it if you receive this periodical. Ann also reminds me that APS has started a second journal, *Current Directories*. Here again is an opportunity, another vehicle for involvement of SIOP members. Sandra Scarr, co-editor, is particularly interested in I/O materials. For more information, contact her directly (Department of Psychology, Gilmer Hall, University of Virginia, Charlottesville, VA, 22903).

By way of enhancing our own governance, I want to remind you to take the time to respond to the call for nominations that will be coming to you shortly. The Society Elections Committee strongly relies on input from the membership to construct the slate of candidates for potential election to our various offices. We need to hear from you.

Finally, in case you haven't heard, Vicki Vandever has been elected to be a SIOP Rep to APA council. She will take over from Shelly Zedeck when he rotates off Council in the spring. Congratulations to you Vicki.

SIOP Calendar

SIOP Conference (1992) Submission Deadline	October 11, 1991
TIP Deadline for January Issue	November 15
APA Convention (1992) Submission Deadline	December 13

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—Melany E. Baehr



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.

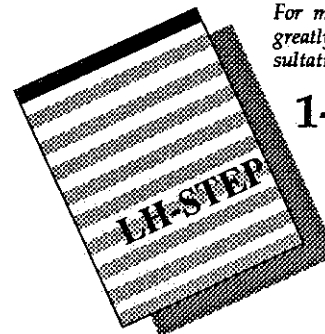
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Annual Conference '92 Montreal (Quebec) Canada April 30 - May 3, 1992

It is not too early to make your plans to attend the 1992 SIOP annual conference. For the first time, the conference will be held in Canada, in the beautiful city of Montreal. The location should give you a great opportunity to practice your French language skills while renewing old friendships. One reason that so many people look forward to the annual conference is that the conference provides a setting in which you can have a great learning experience and have informal conversation with your many friends in the profession. This year's conference allows you to carry out these activities in one of Montreal's grand old hotels —The Queen Elizabeth. A hotel reservation form is located in this issue of **TIP**.

To help you as you plan for the trip, let me provide a few reminders:

1. Please make your hotel reservations **PRIOR** to March 30 in order to take advantage of the conference hotel room rates. After March 30, the hotel will release SIOP's room block and there may be no rooms available if you try to reserve a room. If a room is available, you are **NOT** guaranteed the conference rate.
2. Remember that you are taking an international trip when you come to the conference. While a passport is not required for U.S. citizens, it is a very effective form of identification at the border. You must have some form of picture identification.
3. American Airlines will be the official air carrier for the Montreal conference. They have the most daily flights and most seats into Montreal. As of the **TIP** publication deadline, a STAR number had not been assigned for our conference. If you need information about how to make your reservation, and get the discount fares, you may contact Ron Johnson at (703) 231-6152.
4. The official SIOP conference reservation materials will be mailed to all SIOP members in early January. Workshop reservation materials and conference reservation materials will be included in that mailing.
5. Workshops will be held on April 30. The conference will be held on May 1-3.
6. Remember that the **HOTEL RATES ARE QUOTED IN CANADIAN DOLLARS**. Given recent conversion rates, the conference hotel rate for a double room is less than we paid in Boston in 1989 and the single rate is about \$2 more than the 1989 rate in Boston.

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Twin: \$135

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April 28 - May 4, 1992

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**Seventh Annual Industrial/Organizational Psychology
Doctoral Consortium**

**Jeanette N. Cleveland
Colorado State University**

**Roseanne Foti
Virginia Polytechnic Institute**

The Seventh Annual Industrial Organizational Psychology Doctoral Consortium will be held on **Thursday, April 30** in the Queen Elizabeth in Montreal, Canada. The consortium is designed for upper level graduate students—generally those in their third and fourth year in I/O Psychology and O/B doctoral programs.

The 1992 Consortium will include an impressive group of speakers who were selected based on their exemplary contributions to the field. They represent industry and psychology and management departments. They include Nancy Tippins, BellAtlantic; Neal Schmitt, *Journal of Applied Psychology*, Michigan State University; Michael Campion, *Personnel Psychology*, Purdue University; Richard Campbell, New York University; M. Susan Taylor, University of Maryland; and Susan Jackson, New York University. Additional speakers will be announced at a later date.

The consortium will include breakfast (followed by a speaker), lunch (followed by a speaker), two concurrent morning sessions, two concurrent afternoon sessions, and a panel discussion which concludes the day on career development. There is a fee to participants of \$25.

Each Ph.D. program should receive information by January, 1992 concerning registration procedures for the consortium. Please note that enrollment is limited to 50 students. We encourage you to apply as soon as possible.

If you need additional information or registration materials, please contact Roseanne Foti, Virginia Polytechnic Institute and State University (703) 231-5814.

Call for Program Proposals: 1992 APA Convention In Washington, D.C.

Lynn R. Offermann

Yes, it's already time to start developing program proposals for the 1992 APA Convention. The convention will be held in Washington, D.C. from Friday, August 14th, to Tuesday, August 18th. This is a big year for APA, as it marks the 100th anniversary of the American Psychological Association. In addition to all the usual activities, many additional programs and celebrations are planned to commemorate this event. It's important that Industrial/Organizational psychology be recognized as a key part of this rich history of psychology in the United States. Furthermore, APA President-Elect Jack Wiggins has declared "Psychology at Work" to be the presidential theme for the centennial year. He has asked Divisions to participate in developing this theme in their programs, something that clearly poses no problem for us. It should also mean that other Divisions will be developing more programs of interest to I/O psychologists. It should be a great conference!

Whether or not you presently belong to APA, your participation is encouraged in order to make the '92 conference a truly memorable one. **Program proposals must be received (not postmarked) on December 13, 1991.** So start planning now. The Program Committee welcomes all submissions for the convention. We hope to assemble a first-rate program of interesting and informative sessions. In keeping with the commemorative celebration, we are particularly interested in submissions dealing with either "where we've been in terms of the history and tradition of I/O psychology or where we're going in terms of new issues, methods, and techniques for future research and practice." Thus, this year's conference can provide both a reflective and prospective focus to our field.

We also welcome new and different program formats. Papers, symposia, tutorials, debates, panel discussions, and conversation hours are traditional, welcome formats, but we will also consider any innovative formats you can create. Do some brainstorming and let the format derive from what you are interested in accomplishing with your presentation.

Specific details about program submissions appear in the October issue of the *APA Monitor*. The Call for Programs is also available by writing: **Convention Office, American Psychological Association, 1200 Seventeenth Street N.W., Washington, D.C. 20036.** Please note that although the APA Call for Programs indicates that presenters at the convention must be APA members or be sponsored by APA members, APA has given SIOP permission to waive these requirements. Thus, **you must be a SIOP member or sponsored by a SIOP member to present at the APA convention as part of SIOP's program, but you do not need to be a**

member of APA or be sponsored by one.

Note that APA distinguishes between "presentations" and "programs," with different submission procedures for each. "Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions, however we also have the option of combining separately accepted papers into a paper session focusing on a common theme. "Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative, nontraditional formats are encouraged.

Presentations (individual papers) will be blind reviewed. You should submit five copies of your proposal, including title and abstract, without your name on the first page. Submissions must be no longer than 10 pages, double-spaced, one-inch margins, elite type.

Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit five copies of the complete proposal. As with presentations, submissions must be no longer than 10 pages, double-spaced, one-inch margins, elite type.

In evaluating submissions to the Convention, we will use the following criteria:

- 1) Appropriateness of the topic for SIOP
- 2) Technical Adequacy (research methods, analyses)
- 3) Contribution to Knowledge of the Topic
- 4) Interest, Informativeness, and Innovation
- 5) For Programs: Do the multiple presentations form a coherent, integrated whole? Is there potential synergy?

If you have questions, ideas, or suggestions for invited speakers, feel free to call, write, or send a FAX to: **Lynn R. Offermann, Department of Psychology, George Washington University, 2125 G Street N.W., Washington, D.C. 20052. Telephone: (202) 994-8507; FAX: (202) 994-0458.** Please send all program submissions to me at this address as well, to be **received (not postmarked) by December 13, 1991.** For those of you planning to use an overnight mail service, note that they will require the full street address in order to guarantee delivery. As with many campus mail destinations, you should allow a week for receipt if using regular postal mail service.

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present at APA. We're counting on you to make the 1992 APA Convention a great celebration for I/O psychology. See you in Washington!

SIOP 1990-91 FINANCIAL REPORT

Manny London, Financial Officer

Our fiscal year ended on April 30, 1991 completing our first full 12 months on the May through April cycle. The end of the fiscal year now coincides with our annual meeting and the completion of Officers' terms. We ended the year with a positive net balance of \$5,886. The high conference expenses were due to some carry-over bills from the prior year and high Workshop planning costs. The printing fees were higher than last year because they include an issue of **TIP** from the prior fiscal year in addition to the usual four issues.

Our expected membership dues for the current year are about \$14,000 less than last year because we prorated dues as we changed the collection cycle to coincide with the start of the new fiscal year. Several important expense control mechanisms have been implemented, such as changing meeting times and locations to substantially reduce travel expenses. The Workshop Committee has revised its planning procedure, now holding its meeting in conjunction with SIOP, so that large travel expenses will no longer be necessary for planning. Additional income from **TIP** ads, mailing labels, and royalties from the Frontiers and Practice Series also help improve the financial picture.

Society for Industrial and Organizational Psychology, Inc. Div. 14

Financial Statement for the Fiscal Year Ending 4/30/91

	Yr. End 1990-91	1989-90	1988-89	1987-88
REVENUE				
Dues/Assessments	\$89,085	\$72,623	\$52,722	\$51,682
Interest	2,836	2,386	5,624	5,743
Advertising TIP	10,980	9,728	11,635	8,905
Subscriptions TIP	3,847	697	3,808	6,446
Booklet Sales	11,383	5,790	3,960	6,012
Royalties	4,446	4,622	1,457	7,101
Workshops				
APA	9,315	406	11,585	31,678
Society*	78,287	53,600	63,795	42,104
Conference**	73,740	35,325	51,247	34,510
Other	200	505	127	711
Total Revenue	\$284,119	\$185,682	\$205,960	\$194,892
EXPENSE				
Professional Fees	5,865	0	32	855
Supplies/Printing/Mailing	65,359	48,581	62,446	51,407
Travel	62,456	40,072	36,249	31,450
Conferences/Meetings	104,239	67,931	77,437	64,244
Dues/Donations	\$950	400	650	5,950
Awards/Honoraria	11,953	10,603	15,369	19,365
Clerical/Administrative	25,611	20,113	10,474	15,560
Refunds	1,668			
Other	132	54	149	584
TOTAL EXPENSES	\$278,233	\$187,754	\$202,806	\$189,415
NET INCOME	\$5,886	(\$2,072)	\$3,154	\$5,477
CURRENT ASSETS CASH	\$74,434	\$68,548	\$70,620	\$67,466

*Includes \$5,287 for the 1990 SIOP Workshops

**Includes \$17,215 for the 1990 SIOP Conference

SIOP EXPENSES BY FUNCTION

	FY End Aug. 89	FY End April 90	FY End April 91	Budget FY 91-92
Administrative (Includes Printing & Mailings & Financial Office as well as Arlington Hts.)*	\$17,040	\$43,588	\$55,993	\$56,000
Executive Committee	23,904	17,855	27,499	24,000
Council Reps	2,498	1,174	2,323	2,600
Committees				
Awards	4,809	3,712	2,338	2,500
Committees	195	0	20	100
Continuing Ed				
SIOP Workshops	38,908	53,005	61,522	53,000
APA Workshops	13,250	0	9,240	10,000
Education & Training	3,168	11,703	4,187	4,000
External Affairs	436	0	0	400
Fellowship	629	0	0	500
Frontiers Series	4,767	98	1,140	1,000
Practice Series	972	48	358	500
Long Range Planning	1,126	0	0	1,000
Membership	2,359	102	20	1,000
Professional Affairs	0	0	0	250
Scientific Affairs	405	0	1,908	1,000
Conferences				
SIOP	57,573	36,447	67,524	68,000
APA Program				
Committee	4,451	2,106	1,327	2,500
State Affairs	476	0	0	400
Task Force on APA	272	0	0	0
TIP**	25,568	13,849	35,887	28,000
Dues (e.g., APS)		400	450	500
IO-OB Student Conference	500	500	500	
Special Expenses (e.g., Legal & Accounting Fees)	3,167	5,997	6,500	
TOTAL EXPENSES	\$202,806	\$187,754	\$278,233	\$264,250

* The monthly fee for the Arlington Hts. Office is \$1,875

Includes 5 issues of **TIP (one from the prior fiscal year) plus \$1,200 advance payment to the **TIP** office for next year's administrative expenses

SIOP ESTIMATED REVENUE 1991-92

Dues	\$75,000
Interest	3,000
Ads	10,000
Subs TIP	500
Book Sale	9,000
Royalties	6,500
Workshops	
APA	15,000
SIOP	77,500
Conference	
SIOP	67,500
Other	250
TOTAL	\$264,250

SHOWDOWN NEAR ON CIVIL RIGHTS BILL AND GATB¹

Lance W. Seberhagen
Seberhagen & Associates

House Passes Civil Rights Bill

On June 5, 1991, the House passed the Civil Rights and Women's Equity in Employment Act of 1991 (H.R. 1) by a vote of 273-158, which is 15 votes less than the 2/3 majority needed to override a Presidential veto. However, 7 liberal Democrats voted against the bill in protest because they wanted no limit on punitive damages for intentional discrimination on the basis of sex, to match the present law for race. Thus, a better estimate of the veto override vote was only 8 votes less than the 2/3 majority needed.

H.R. 1 is similar to the Civil Rights Act of 1990 that was vetoed last year but has some new features. "Business necessity" requires a "significant and manifest relationship to the requirements for effective job performance," but the Act does not specify exactly what kind of evidence is needed to show business necessity, leaving that detail to EEOC guidelines. "Job performance" includes not only the performance of actual work duties but also factors that affect job performance, such as attendance and conduct. Employers may base decisions on the relative qualifications of applicants but must show the business necessity of ranking if the ranking procedure causes a disparate impact.

The Act prohibits employers, employment agencies, and others covered by the Act from adjusting scores or using different cutoff scores in "written employment tests" on the basis of race, color, religion, sex, or national origin. [Technical Note to Congress: The GATB contains some non-written tests, too.] The Act also prohibits employment "quotas," defined as a fixed number or percentage of persons of a particular race, sex, etc. which must be attained, or cannot be exceeded, regardless of whether the persons meet necessary qualifications to perform the job. In a provision that Republicans say will end all employment testing, the Act prohibits the use of any "ability test" that does not provide valid and fair prediction of job performance without regard to race, sex, etc. Finally, the Act continues to prohibit discrimination on the basis of "sex" but remains silent on "gender" and other grammatical constructs. Excerpts from H.R. 1 related to disparate impact and business necessity follow this summary.

¹ Adapted from an article published in the *PTC/MW Newsletter*, July 1991.

Danforth Offers Compromise Bill in Senate

In its present form, H.R. 1 is unlikely to survive a Presidential veto, but a group of nine Republican Senators, led by John Danforth, has proposed a veto-resistant compromise that has a good chance of becoming law. Danforth has divided H.R. 1 into three separate bills: S. 1207 to overrule various Supreme Court cases; S. 1208 to define disparate impact discrimination and business necessity; and S. 1209 to address the issue of damages. It should be more difficult for President Bush to veto three narrow bills which are sponsored only by Republicans than one omnibus bill sponsored by Democrats. Even if Bush vetoes all three, the Danforth package is likely to get the 2/3 majority vote needed to override a veto because some Republicans like it and the Democrats realistically have no other choice. Excerpts from Danforth's S. 1208 (disparate impact discrimination and business necessity) follow this summary. The American Psychological Association seems comfortable with the Danforth package and is working with Danforth's staff to perfect the final wording of the bill, as shown by the APA's June 25th letter from Wayne Camara to Danforth's Legislative Director, a copy of which follows this summary.

Kemp Wants Changes in Uniform Guidelines and GATB

On May 31, 1991, the New York Times reported that the Bush Administration had decided to move ahead with revision of the *Uniform Guidelines on Employee Selection Procedures*, which were issued in 1978. The planned revision would make it easier for employers to defend tests and other selection procedures that have a disparate impact by race, ethnic group or sex, but little information is available on exactly what changes would be made. Possible changes include: (1) limiting the definition of "selection procedure" to a smaller set of devices (e.g., just written tests and performance tests); (2) giving the presumption of validity to any measure of academic achievement (e.g., diplomas and degrees (regardless of course content), grade point averages, academic achievement test scores), such that plaintiffs would have the burden of proof to show that they are *not* valid; and (3) providing greater recognition and acceptance of validity generalization theory.

More direct evidence of that the *Uniform Guidelines* will be revised in the near future was contained in a June 21, 1991, letter from Evan Kemp, Chairman of EEOC, to Robert Jones, Assistant Secretary of Labor. In his letter, Kemp says that the GATB is valid for virtually all jobs in the economy and should not be suspended during DOL's planned 2-year study to improve the test because employers would then have to fall back on less valid selection procedures during the GATB suspension. At the same time, Kemp does recommend an end to DOL's practice of "within-group scoring" because it serves only to reduce disparate impact. If DOL prefers to suspend the GATB anyway, Kemp hints that DOL should consider using the Armed Services

Vocational Aptitude Battery (ASVAB) as a temporary replacement for the GATB. [NOTE: A comparison between the ASVAB and the GATB found the ASVAB to be a better predictor of civilian jobs. See the following study for the U.S. Air Force: Hunter, J.E., Crosson, J.J., and Friedman, D.H. (1985). *The validity of the Armed Services Vocational Aptitude Battery (ASVAB) for civilian and military job performance*. Research Applications, Inc., Rockville, MD.] A copy of the June 21st Kemp letter follows this summary.

The Bush Administration is also starting to break its silence on the Danforth package, as shown by the June 24, 1991, letter from Evan Kemp, Chairman of EEOC, to John Sununu, White House Chief of Staff. Kemp complains that Danforth's definition of "business necessity" is too narrow because it is based only on its relation to job performance. Instead, Kemp prefers the Bush Administration definition of "justified by business necessity," which "means that the challenged practice has a manifest relationship to the employment in question or that the respondent's legitimate employment goals are significantly served by, even if they do not require, the challenged practice" from Republican alternative to H.R.I. Kemp says that the Bush Administration definition would permit employers to reward academic achievement, while the Danforth definition would not. A copy of the June 24th Kemp letter follows this summary.

What is wrong with this picture? Kemp maintains that the Bush Administration definition of "business necessity" was taken directly from the Supreme Court's decision in *Griggs v. Duke Power Co.* and will permit employers to use educational requirements that are not job-related. However, in *Griggs*, the Supreme Court ruled that Duke Power's high school diploma requirement was discriminatory because it was not job-related.

[H.R. 1, Excerpts only, edited for presentation.]

CIVIL RIGHTS AND WOMEN'S EQUITY EMPLOYMENT ACT OF 1991

(H.R. 1, passed by 273-158 on June 5, 1991)

SEC. 101. DEFINITIONS.

- (m) The term "demonstrates" means meets the burden of production and persuasion.
- (n) The term "group of employment practices" means a combination of employment practices that produces one or more decisions with respect to employment, employment referral, or admission to a labor organization, apprenticeship or other training or retraining program.
- (o) (1) The term "required by business necessity" means the practice or group of practices must bear a significant and manifest relationship to the requirements for effective job performance.
- (2) Paragraph (1) is meant to codify the meaning of, and the type and sufficiency of evidence required to prove "business necessity" as used in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971), and to overrule the treatment of business necessity as a defense in *Wards Cove Packing Co., Inc. v. Atonio*, 490 U.S. 642 (1989).
- (p) The term "requirements for effective job performance" may include, in addition to effective performance of the actual work activities, factors which bear on such performance, such as attendance, punctuality and not engaging in misconduct or insubordination.

[H.R. Excerpts only, edited for presentation.]

SEC. 102 RESTORING THE BURDEN OF PROOF IN DISPARATE IMPACT CASES.

(k) PROOF OF UNLAWFUL EMPLOYMENT PRACTICES IN DISPARATE IMPACT CASES.

- (1) (A) An unlawful employment practice based on disparate impact is established under this title if a complaining party demonstrates that a disparate impact on the basis of race, color, religion, sex, or national origin results from an employment practice or group of employment practices, and the respondent fails to demonstrate that such practice or group of practices is required by business necessity, except that an employment practice or group of practices demonstrated to be required by business necessity shall be unlawful if the complaining party demonstrates that another available practice or group of practices with less disparate impact (which difference is more than merely negligible) would serve the respondent as well.
- (B) If a complaining party demonstrates that a disparate impact results from a group of employment practices, such party shall be required after discovery to demonstrate which specific practice or practices within the group results in disparate impact unless the court finds that the complaining party after diligent effort cannot identify, from records or other information of the respondent reasonably available (through discovery or otherwise), which specific practice or practices contributed to the disparate impact.
- (C) If the respondent demonstrates that a specific employment practice within a group of employment practices does not contribute in a meaningful way to the disparate impact, the respondent shall not be required to demonstrate that such practice is required by business necessity.
- (2) A demonstration that an employment practice is required by business necessity may be used as a defense only against a claim under this subsection.
- (3) Notwithstanding any other provision of this title, a rule barring the employment of an individual who currently and knowingly uses or possesses an illegal drug as defined in Schedules I and II of section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)), other than the use or possession of a drug taken under the supervision of a licensed health care professional, or any other use or possession authorized by the Controlled Substances Act or any other provision of Federal law, shall be considered an unlawful employment practice under this title only if such rule is adopted or applied with an intent to discriminate because of race, color, religion, sex, or national origin.
- (4) The mere existence of a statistical imbalance in an employer's workforce on account of race, color, religion, sex, or national origin is not alone sufficient to establish a prima facie case of disparate impact violation.
- (5) For purposes of this subsection, a respondent may rely upon relative qualifications or skills as determined by relative performance or degree of success on a selection factor, criterion, or procedure: *Provided*, That if such reliance results in a disparate impact based on race, color, religion, sex, or national origin, such reliance must be demonstrated by the respondent to be required by business necessity.

SEC. 111. VOLUNTARY AND COURT-ORDERED AFFIRMATIVE ACTION APPROVED; QUOTAS DEEMED UNLAWFUL EMPLOYMENT PRACTICE.

(a) RULES OF CONSTRUCTION.—Nothing in the amendments made by this Act shall be construed—

- (1) To limit an employer in establishing its job requirements if such requirements are lawful under title VII of the Civil Rights Act of 1964, as amended; or
- (2) To require, encourage, or permit an employer to adopt hiring or promotion quotas on the basis of race, color, religion, sex, or national origin, and the use of such quotas shall be deemed to be a n unlawful employment practice under such title: *Provided*, That the

amendments made by this Act shall be construed to approve the lawfulness of voluntary or court-ordered affirmative action that is—

(A) Consistent with the decisions of the Supreme Court of the United States in employment discrimination cases; or

(B) In the absence of such decisions, otherwise in accordance with employment discrimination law, as in effect on the date of the enactment of this Act.

(b) DEFINITION. For purposes of subsection (a), the term “quota” means a fixed number or percentage of persons of a particular race, color, religion, sex, or national origin which must be attained, or which cannot be exceeded, regardless of whether such persons meet necessary qualifications to perform the job.

SEC. 115. DISCRIMINATORY USE OF TESTS.

The first sentence of section 703(h) of the Civil Rights Act of 1964 (42 U.S.C. 2000e-2(h)) is amended —

[Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer, labor organization, employment agency, or joint labor-management committee controlling apprenticeship or other training or re-training (including on-the-job training programs, to give, use, or act upon the results of any professionally developed ability test, provided that (1) such test, its administration, or action upon the results is not designed, intended, or used to discriminate because of race, color, religion, sex, or national origin and (2) such test validly and fairly predicts without regard to the race, color, religion, sex, or national origin of such test takers, the ability of such test takers to perform the job with respect to which such test is used. If such test does not meet the criteria specified in paragraphs (1) and (2) of the preceding sentence, an employer, labor organization, employment agency, or joint labor-management committee controlling apprenticeship or other training or retraining (including on-the-job training programs) may develop, give, use, or act upon the results of a test which satisfies such criteria or may use other non-discriminatory selection criteria, in a manner consistent with this title, which measure qualifications to perform the job. (Underlined text is new.)]

SEC. 116. PROHIBITION OF DISCRIMINATORY USE OF TEST SCORES.

Section 704 of the Civil Rights Act of 1964 (42 USC 2000e-3) is amended by adding at the end the following:

(c) It shall be an unlawful employment practice for an employer, labor organization, employment agency, or joint labor management committee controlling apprenticeship or other training or retraining (including on-the-job training programs) in connection with the selection or referral of applicants or candidates for employment or promotion to adjust test scores of, or use different cutoff scores for, a written employment test on the basis, of the race, color, religion, sex, or national origin of individual test takers.”

EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1991

(Sponsored by Sen. John C. Danforth and 8 other Republicans; filed June 4, 1991)

SEC. 3. BURDEN OF PROOF IN DISPARATE IMPACT CASES.

IN GENERAL.—Section 703 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-2) is amended by adding at the end the following new subsection:

(k) (l) (A) An unlawful employment practice based on disparate impact is established under this title only if—

(i) A complaining party demonstrates that a particular employment practice or group of employment practices results in a disparate impact on the basis of race, color, religion, sex, or national origin; and

(ii) (I) The respondent fails to demonstrate that the practice or group of practices is required by business necessity; or

(II) The complaining party makes the demonstration described in subparagraph (C) with respect to a different employment practice or group of employment practices.

(B) (i) With respect to an unlawful employment practice based on disparate impact as described in subsection (A), the complaining party shall identify with particularity each employment practice that is responsible in whole or in significant part for the disparate impact, except that if the complaining party can demonstrate to the court, after discovery, that the elements of a respondent’s decision making process are not capable of separation for analysis, the group of employment practices as a whole may be analyzed as one employment practice.

(ii) If the elements of a decision making process are capable of separation for analysis, the complaining party must identify each element with particularity, and the respondent must demonstrate that the element or elements identified that are responsible in whole or in significant part for the disparate impact are required by business necessity. If the respondent demonstrates that a specific employment practice within a group of employment practices is not responsible in whole or in significant part for the disparate impact, the respondent shall not be required to demonstrate that such practice is required by business necessity.

(C) An employment practice or group of practices responsible in whole or in significant part for a disparate impact that is demonstrated to be required by business necessity shall be lawful unless the complaining party demonstrates that a different available employment practice or group of employment practices, which would have less disparate impact and make a difference in the disparate impact that is more than merely negligible, would serve the respondent as well.

(2) In deciding whether a respondent has met the standards described in paragraph (l) for business necessity, the court may receive evidence as permitted by the Federal Rules of Evidence, and the court shall give such weight, if any, to the evidence as is appropriate.

(3) A demonstration that an employment practice or group of employment practices is required by business necessity may be used as a defense only against a claim under this subsection.

(4) Notwithstanding any other provision of this title, a rule barring the employment of an individual who currently and knowingly uses or possesses an illegal drug as defined in Schedules I and II of section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)), other than the use or possession of a drug taken under the supervision of a licensed health care professional, or any other use or possession authorized by the Controlled Substances Act or any other provision of Federal law, shall be considered an unlawful employment practice under this title only if such rule is adopted or applied with an intent to discriminate because of race, color, religion, sex, or national origin.

(5) The mere existence of a statistical imbalance in the work force of an employer on account of race, color, religion, sex, or national origin is not alone sufficient to establish a prima facie case of disparate impact violation.

CONSTRUCTION. Nothing in the amendment made by subsection (a) shall be construed to overrule any existing case concerning whether recovery is available under title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.) under a comparable worth theory.

SEC. 4. PROHIBITION AGAINST THE DISCRIMINATORY USE OF TEST SCORES.

Section 703 of the Civil Rights Act of 1964 (42 U.S.C. 2000e-2) (as amended by section 3) is further amended by adding at the end the following new subsection:

- (1) (1) It shall be an unlawful employment practice for a respondent, in connection with the selection or referral of applicants or candidates for employment or promotion to adjust the scores of, use different cutoff scores for, or otherwise alter the results of, employment-related tests on the basis of the race, color, religion, sex, or national origin.
- (2) Paragraph (1) shall not apply to a respondent seeking to comply with a court order aimed at remedying past discrimination.

SEC. 5. DEFINITIONS.

IN GENERAL. Section 701 of the Civil Rights Act of 1964 (42 U.S.C. 2000e) is amended by adding at the end the following new subsections:

- (m) The term “demonstrates” means meets the burden of production and persuasion.
- (n) The term “group of employment practices” means a combination of particular employment practices in which each practice is responsible in whole or in significant part for an employment decision.
- (o) The term “required by business necessity” means—
 - (1) In the case of employment practices involving selection, that the practice or group of practices bears a manifest relationship to the requirements for effective job performance; and
 - (2) In the case of other employment decisions not involving employment selection practices, as described in paragraph (1), the practice or group of practices bears a manifest relationship to a legitimate business objective of the employer.
- (p) The term “requirements for effective job performance” includes—
 - (1) The ability to perform competently the actual work activities lawfully required by the employer for an employment position; and
 - (2) Any other lawful requirement that is important to the performance of the job, including, but not limited to, factors such as punctuality, attendance, a willingness to avoid engaging in misconduct or insubordination, not having a work history demonstrating unreasonable job turnover, and not engaging in conduct or activity that improperly interferes with the performance of work by others.

INTERPRETATION. It is the intent of Congress in enacting sections 701(o) and 703(k) of the Civil Rights Act of 1964 (as added by subsection (a) of this section and subsection (a) of section (3) respectively) that the sections codify the meaning of business necessity used in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971) and overrule the treatment of business necessity as a defense in *Wards Cove Packing Co. Inc. v. Atonio* 109 S.Ct. 2115 (1989), with respect to an employment practice or group of employment practices.

Sec. 7. CONSTRUCTION.

IN GENERAL. Except as provided in subsection (b)

- (1) Nothing in this Act or the amendments made by this Act shall be construed to limit an employer in establishing job requirements that are otherwise lawful under title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.); and
- (2) Nothing in title VII of the Civil Rights Act of 1964 shall be construed—
 - (A) To require or encourage an employer to adopt hiring or promotion quotas; or
 - (B) To prevent an employer from hiring the most effective individual for a job.

REMEDIES, VOLUNTARY ACTIONS, AND AGREEMENTS.—Nothing in the amendments made by this Act shall be construed to affect court-ordered remedies, voluntary employer actions for work force diversity, or affirmative action or conciliation agreements, that are otherwise in accordance with the law.

AMERICAN PSYCHOLOGICAL ASSOCIATION
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

June 25, 1991

Jonathan Chambers
Legislative Director
Senator John C. Danforth
United States Senate
Washington, DC 20510

Dear Jonathan:

I enjoyed our discussion of the provisions within S. 1208 that relate to employment selection procedures, and I am writing to follow-up that discussion. The definition of “business necessity,” when combined with the definition of “requirements for effective job performance,” has been very favorably received by psychologists with expertise in testing and employment selection.

Our remaining concerns are that effective performance *not* be construed to prohibit employers from hiring the most qualified applicant and that employment practices (Section 3,k,1,B) *not* require separate evidence for each subtest, item, or other component if these parts are not interpreted separately. If these sections can not be changed in the current bill, we urge that very specific report language be issued to clarify these points.

I realize that Senator Danforth is now attempting to develop language that will be acceptable to a broad constituency but would caution against relaxing the current language of business necessity in such a way that selection procedures shown to have adverse impact against protected classes can be defended without sound evidence that the practice has a manifest relationship to the job or job family in question. As we had mentioned, psychologists with expertise in these areas have found language in S. 1208 much more consistent with professional standards than that in either H.R. 1 or S. 611.

Employers' concerns that selection procedures predictive of transferability and promotability on the job not be banned must be balanced with concern that the use of procedures bearing little relationship to the job in question are generally not supported in current professional standards or practice. Such exceptions should not be allowed unless there is evidence to support comparable requirements between a current and future job or probability that such changes in the job (transfers, promotions, or modifications of the existing job) are eminent for applicants in the near future. Finally, we hope the proposed wording on job and job family we forwarded assists in clarifying that section of the bill.

Please feel free to contact Dianne Brown or myself with further questions.

Sincerely,

Wayne J. Camara, Ph.D.
Director of Scientific Affairs

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
WASHINGTON, DC 20507

June 21, 1991

The Honorable Robert T. Jones
Assistant Secretary of Labor
U.S. Department of Labor
200 Constitution Ave, N.W., Room S-2307
Washington, D.C. 20210

Dear Mr. Jones:

This letter is in response to the DRAFT "Training and Employment Guidance Letter" (#6-980) which is to be issued by the Employment and Training Administration. This directive, when issued, would announce suspension of the General Aptitude Test Battery (GATB) until further notice and a policy review of the GATB's validity, fairness and relationship to the *Uniform Guidelines of Employee Selection Procedures*.

We think that the proposed suspension is unwarranted for several reasons. First of all, the issue is not whether the GATB is a valid predictor of job performance. The cumulative knowledge of the validity of the GATB is as extensive, thoroughly documented, and well-understood as any employment test in this country outside the military. In addition to validity studies for over 500 jobs, as well as published meta analyses of the validity evidence across job families and occupations, the National Research Council has independently reanalyzed this cumulative knowledge and reaffirmed the generalizability of the GATB's validity across virtually all jobs in our economy.

Rather, the issue is the practice of "within-group scoring." Since the predictive validity of the GATB is *not* improved by "within-group scoring," the practice serves only to reduce the disparate impact of the test. Within-group scoring should be abandoned, but the GATB should be retained, because when it comes to making employment decisions, judging an individual on the basis of a job-related employment standard, such as the GATB, without regard to race, color, religion, sex, or national origin is the cornerstone of equal employment opportunity.

Ways in which the validity of the GATB might be improved and investigations of how well the various applicant populations are served could be studied without suspending use. We think such studies are a good idea. Giving employers no viable alternative but to turn to less valid, subjective selection procedures contributes neither to the economic well being and competitiveness of this nation nor to equal employment opportunity. With regard to the issue of the relationship of the GATB to the *Uniform Guidelines on Employee Selection Procedures*, to which both DOL and EEOC are signatory agencies along with Justice and OPM, I feel confident that all parties recognize the timeliness of undertaking a thorough review, and we are about to initiate such a review. Such a review, however, would not prevent continued GATB use.

Finally, the one additional issue which needs to be addressed in your study is the relationship of the GATB to the Armed Services Vocational Aptitude Battery and to national achievement tests that will soon be available nationwide under the lead of the Department of Education. If the Administration were to walk away from the best understood employment test in this country, the wrong signal would be sent that we are turning our back on job-related competency and merit. So for all these reasons, we think the only appropriate path would be to abandon the practice of within-group scoring but retain the GATB for use by employers while at the same time studying these additional questions including *Uniform Guidelines* review.

Sincerely,

Evan J. Kemp, Jr., Chairman

cc: The Honorable C. Boyden Gray, Counsel to the President
The Honorable Lynn Martin, Secretary of Labor.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
WASHINGTON, DC 20507

June 24, 1991

The Honorable John H. Sununu
Chief of the Staff to the President
First Floor, West Wing
The White House
Washington, DC 20500

Dear Governor:

As Chairman of the principal Federal agency charged with implementing civil rights laws as they apply to employment discrimination, I am urging that the Administration *not* accept the "business necessity" language proposed by Senator Danforth in his letters to you of June 19 & 20, 1991.

The focus of the Danforth "business necessity" language will, if adopted, undermine the Presidents *America 2000: An Education Strategy* by making it extremely difficult for employers to show that use of educational credentials and objective measures of academic achievement are legally defensible. The tragedy of the Danforth proposal is that it would actually cause disproportionate *harm* to minorities, while claiming the flag of civil rights.

In proposing his latest definition of "business necessity," Senator Danforth quoted the following language from the 1971 Supreme Court *Griggs v. Duke Power Co.* decision:

The Commission accordingly interprets "professionally developed ability test" to mean a test which fairly measures the knowledge or skills required by the particular job or class of jobs which the applicant seeks, or which fairly affords the employer a chance to *measure the applicant's ability to perform a particular job or class of jobs*. (401 U.S. 433 n.9, emphasis in Senator Danforth's letter).

My concern is that the Commission and the courts have so broadly construed the meaning of *Griggs* that *all* selection procedures, not just employment tests, must be shown to be a "business necessity" if they adversely affect members of a class covered by Title VII. The 1978 *Uniform Guidelines on Employee Selection Procedures*, for example, define the universe of affected practices as follows:

Section 2B: Employment decisions. These guidelines apply to tests and other *selection procedures which are used as the basis for any employment decision*. Employment decisions include but are not limited to hiring, promotion, demotion, membership (for example, in a labor organization), referral, retention, and licensing and certification, to the extent that licensing and certification may be covered by Federal equal employment opportunity law. Other selection decisions, such as selection for training or transfer, may also be considered employment decisions if they lead to any of the decisions listed above (emphasis added).

The most serious shortcoming of Senator Danforth's proposal is its focus on *job performance* in the "business necessity" definition. While seemingly reasonable at 'first blush', Senator Danforth's focus on *job performance* will make it extremely difficult, if not impossible, for employers to show that use of educational credentials and objective measures of academic achievement are legally defensible.

The Danforth proposal may constrain an employer in unexpected ways. Imagine the virtual impossibility of defending, for example, an employer's use of a high school diploma or a liberal arts degree in English or history in terms of how that knowledge directly relates to job performance for most entry-level positions. It simply can't be done. Furthermore, are

undergraduate education majors the only teaching candidates qualified to teach? The Danforth proposal's focus means a school district in many cases would not be able to prefer candidates with advanced degrees because the undergraduate education degree is the only "correct" curriculum directly related to *job performance*. The Administration's bill, by contrast, would permit that same school district to insist on candidates with advanced degrees and non-education majors with degrees, for example, in English or history.

An additional unintended consequence of the Danforth's bill's focus on *job performance* is that it will undermine the President's *America 2000: An Education Strategy*. One of the strategic national goals established by President Bush is that by the year 2000:

"(E)very school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Yet as Chester Finn recently wrote in a *New York Times* op-ed piece (5/18/91) entitled "Educational Reform vs. Civil Rights Agendas," realizing the President's educational strategy will mean challenging the status quo:

How many personnel directors will be able to convince a Federal enforcer or judge that a young person's command of science and geography is germane to the work of a forklift operator or receptionist? Yet so long as employers are inhibited from examining a candidate's test scores, "rational" students will see no payoff for buckling down to learn such subjects. High marks won't matter.

Challenging the status quo means reexamining *Griggs* in light of an economy that is significantly more complex and demanding than is suggested by the facts at issue in that power plant. The fact situation in *Griggs* revealed that Duke Power waived their high school diploma requirement for initial assignment to manual labor positions but required the diploma for those wishing to transfer to better paying indoor jobs. Duke Power used an alternative requirement that instead of having a high school diploma, in order to qualify for positions requiring more than a strong back, it was necessary to attain the average score for high school graduates nationwide on two professionally developed ability tests. As I am sure by now you are aware, both the high school diploma and test requirements adversely affected minorities, and the rest, as they say, is history.

The Supreme Court has held that an employer has the burden to defend the "business necessity" of *any* employment standard that adversely affects members of a class covered by Title VII. Unreasonably narrow interpretations of "business necessity" by the EEOC, the Labor Department, and some lower courts created terrible legal risks for firms that required educational achievement of their applicants. As a consequence of *Griggs*, given the expense and uncertainty of Title VII litigation, many employers simply abandoned requiring high school diplomas and checking transcripts for any job. Furthermore, the Supreme Court in *Griggs* stated that:

"(I)t is unnecessary to reach the question whether testing requirements that take into account capability for the next succeeding position or related further promotion might be utilized upon a showing that such long range requirements fulfill a genuine business need."

We think that improving this nation's competitiveness warrants addressing the promotability issue of "capability for the next succeeding position" and the Administration's bill does so.

The unintended consequences of *Griggs* has been to eliminate employers' ability to reward learning. The resulting lack of signals to students from employers that academic achievement courts has meant that for the past two decades since the 1971 *Griggs* decision, the most basic incentive for many students to take school seriously has been missing. Now, more than a quarter of a century after the Civil Rights Act of 1964 was passed and in an increasingly competitive multi-national marketplace, we find that our economy is less dependent on strong backs and is more dependent on jobs requiring developed cognitive skills and abilities and the capability to benefit from training for the next succeeding position.

According to the Hudson Institute's 1988 report *Opportunity 2000*, more than half of all new jobs created over the next 20 years will require some education beyond high school and almost a

third will be filled by college graduates (compared with only 22% of all occupations today). Notwithstanding employers' ever increasing dependence on individual competence in order to remain competitive, students, parents, and teachers will not be able to point to a reward for learning if employers are for all practical purposes precluded from even inquiring about degree status, much less rewarding academic achievement. As the Secretary of Labor's Commission on Workforce Quality and Labor Market Efficiency has recently urged:

The business community should...show through their hiring and promotion decisions that academic achievements will be rewarded.

The need to encourage academic achievement by encouraging employers to reward students who achieve academically will be met by the Administration's definition of "business necessity" which is the same as the definition adopted by the Supreme Court. The Danforth bill's definition of "business necessity," focusing on *job performance*, will in effect make use of educational credentials and objective measures of academic achievement indefensible unless quotas are also employed.

For fifteen months, I've maintained that we would not have an acceptable civil rights bill until we aired the philosophical differences between the Administration (back to merit hiring) and the civil rights community (proportional representation in the workplace). *Lawyers could not write a satisfactory bill until these very real philosophical differences were openly confronted.*

As you know, Governor, I was deeply involved in the early negotiations on the Americans with Disabilities Act (ADA). The White House and disability community had few differences on sections concerning employment, transportation, relay communications for the deaf, or coverage of state and local governments. The area of contention was public accommodations. At that time, I told you the disability community wanted total access: a "flat world" tomorrow. Because it was a question of civil rights, the disability community did not believe there could be a cost defense. You replied that it wasn't fair to place a financial burden on small businesses that had no government contracts or received no federal money.

You stated that the disability community's demand was not reasonable and clearly against Republican Party philosophy. Eventually both sides agreed to the "readily achievable" standard for existing public facilities to ensure mainstream opportunities for disabled people. The ADA negotiations were exemplary in that both sides thoroughly discussed areas of philosophical disagreement. Had we not done so, the ADA would never have become law.

Hopefully the information I have provided will encourage additional candor about these differing philosophies between the parties. Unless the latest Danforth definition of "business necessity" is rejected, when employers realize that they will be unable to defend use of educational credentials and objective measures of academic achievement under the Danforth bill, they will have little choice but to revert to hiring by the numbers. For these reasons, I urge the Administration not agree to the Danforth compromise "business necessity" language.

Best regards,

Evan J. Kemp, Jr.
Chairman

Psychology Department Chair

Active department with excellent research facilities seeks an outstanding colleague (qualified for appointment as Full Professor) in Human Factors, Industrial/Organizational, Cognitive, or closely related area for this position. Requirements include (1) Ph.D. in one of the above areas, (2) substantial publication record, and (3) evidence of strong commitment to both undergraduate and graduate education. The department currently awards an M.S. degree in Human Factors, Industrial/Organizational and Psychopharmacology, but is seeking to start a Ph.D. program in Human Factors—Industrial/Organizational Psychology and is particularly interested in an individual who would assist in its implementation.

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RECENT LEGISLATIVE INITIATIVES AND REACTIONS BY THE PSYCHOLOGICAL COMMUNITY

**David W. Arnold, Esq.
Reid Psychological Systems**

In September 1990, the Oregon Interim Senate Committee on Labor conducted a forum to address privacy issues in the employment context.¹ Such issues, especially concerns expressed by organized labor and employee groups, stemmed from perceived abuses in the use of electronic monitoring, credit reports, handwriting analysis and psychological testing to screen job applicants and/or to evaluate the performance of current employees.

Subsequently, during the Oregon legislature's 1991 regular session, the Senate Committee on Labor considered bills which addressed each of these means of evaluating applicants or employees. See SB 792,² SB 834,³ SB 862,⁴ and SB 963.⁵ Each of these bills, save one, was passed by the Senate. Only SB 834, which related to handwriting analysis, was rejected and sent back to committee. All other bills were referred to the House Committee on Labor, where they died when that committee failed to hold hearings before Adjournment. Since the Oregon legislature only meets every two years, these issues cannot be revisited until 1993.

Notwithstanding the merits (or lack thereof) of the various forms of instrumentation addressed by Oregon's legislative initiatives, there was a common denominator presented—protection of privacy. Consistent with the prior expressed opinions of this author,⁶ such legislative initiatives should create concern and mandate action on behalf of personnel psychologists.

Following such advice, various professional associations (American Psychological Association, Association of Personnel Test Publishers and Society for Industrial and Organizational Psychology) and individual psychologists have been extensively involved in opposing SB 792. This particular bill sought to place severe restrictions on the use and interpretation of psychological employment tests. Although the bill ultimately passed the Senate on June 3 by a vote of 18-11, the coordinated opposition by the psychological community had an obvious impact on the ultimate language and vote on the bill. Voting was along party-lines, except for one Democratic vote in opposition to the bill.

Although SB 792 as passed was amended several times following introduction, some particularly significant examples of professionally initiated changes in the bill's language are as follows.

1. The original language of SB 792 required employers to register a psychological employment test with the Commissioner of the Oregon Bureau of Labor and Industries prior to use. The provision also required that employers file and pay for the review of the validity information

supporting each regulated test. In essence, the bill's authors were creating a veiled tax on employers' use of psychological tests. Through appropriate action taken by and on behalf of the profession of psychology, the bill as passed by the Senate did not contain any registration and/or review requirements.

2. A subsequent version of the bill would have precluded interpretation of a psychological employment test by anyone not licensed under Oregon law, thereby creating an encumbrance on, if not an impasse to, testing professionals both within and outside the state of Oregon. Again, input from the profession of psychology directly caused modification of this standard. Ultimately any licensure requirement was dropped when the full Senate considered the measure.
3. Another original provision of SB 792 precluded disclosure of psychological employment test information to any third party. Such third parties included, but were not limited to, personnel officers, hiring managers, and interviewers. Here again, input from the psychological community led to various changes, whereby the final Senate language provided an exception to disclosure for "personnel responsible for employee selection or promotion decisions."

Notwithstanding the fact that SB 792 as passed by the Oregon Senate was problematic and placed unreasonable restrictions on the use of psychological employment tests, the role played by personnel psychologists and their affiliated associations had a very strong and positive effect on the bill's outcome. Moreover, psychologists played an instrumental role in mobilizing various trade associations and business interests to express opposition. In addition, members of the Association of Personnel Test Publishers met with the Chairman of the House Labor Committee to urge that the measure was unnecessary. Given the groundwork laid in the Senate, coupled with contact with key House members, SB 792 failed to gain the required support.

In sum, given the recent judicial and legislative interest in privacy, as well as other public policy issues such as accuracy and discrimination, initiatives such as SB 792 are unlikely to be isolated incidents. In light of the historical perspective on this specific Oregon legislation, the importance of the psychological profession's involvement is obvious and imperative. This is particularly true at the state level where legislative initiatives may move quickly without gaining much attention or notoriety. Without such vigilance and reasonable efforts to oppose inroads into the practice of personnel psychology, there is a strong potential for uninformed legislators to support various restrictions and prohibitions in this area, particularly when antitesting advocates selectively provide misinformation on the relevant issues. Without the diligent monitoring and educational attempts exhibited in Oregon, the practice of psychology in employment settings will be more and more guided by statutory mandate rather than professional judgment.

Unless the psychological community remains ever-vigilant, enactment of state laws restricting or prohibiting the use of professionally-developed tests may also prejudice the eventual fate of federal legislation. It is very difficult for Members of Congress to understand why they should oppose federal legislation if the same or similar laws are already on the books back home. If personnel psychologists expect to preserve and protect their rights to develop, administer and interpret valid, reliable and fair instruments, they must make it part of their professional commitment to educate and inform state legislators and ensure that bad state laws are not passed that will haunt the profession when the issue comes to a head in Washington, DC.

References

1. Employment Screening and Testing in the 1990's: Forum on Privacy Issues Before the Oregon Senate Committee on Labor, Sept. (1990).
2. S.B. 792, Reg. Sess., Oregon 1991.
3. S.B. 834, Reg. Sess., Oregon 1991.
4. S.B. 862, Reg. Sess., Oregon 1991.
5. S.B. 963, Reg. Sess., Oregon 1991.
6. Arnold, D. W. (1991). Invasion of privacy: A rising concern for personnel psychologists. *The Industrial-Organizational Psychologist*, 28(2), 37-39.

The I/O FAMILY TREE

Frank J. Landy

Center for Applied Behavioral Sciences
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As part of the research for my presidential address, I was able to uncover a good deal about the I/O family tree. I began by asking a large group of visible I/O psychologists for their genealogical trails. This became overwhelming in no time. As a result, I decided to restrict the tree to Division 14 presidents. Since Division 14 was added to the APA, this was somewhat more manageable. In addition, I assumed that most people could find their connections through those presidents.¹

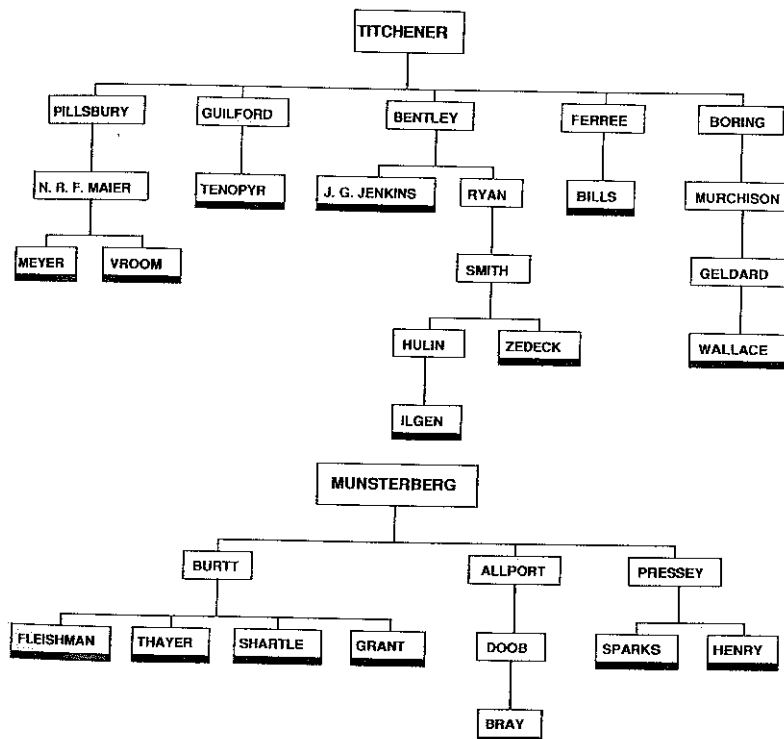
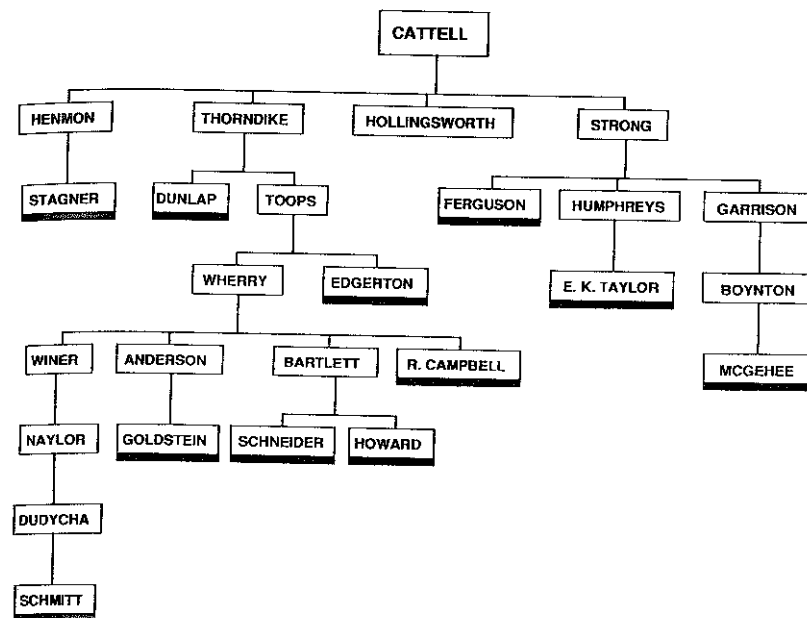
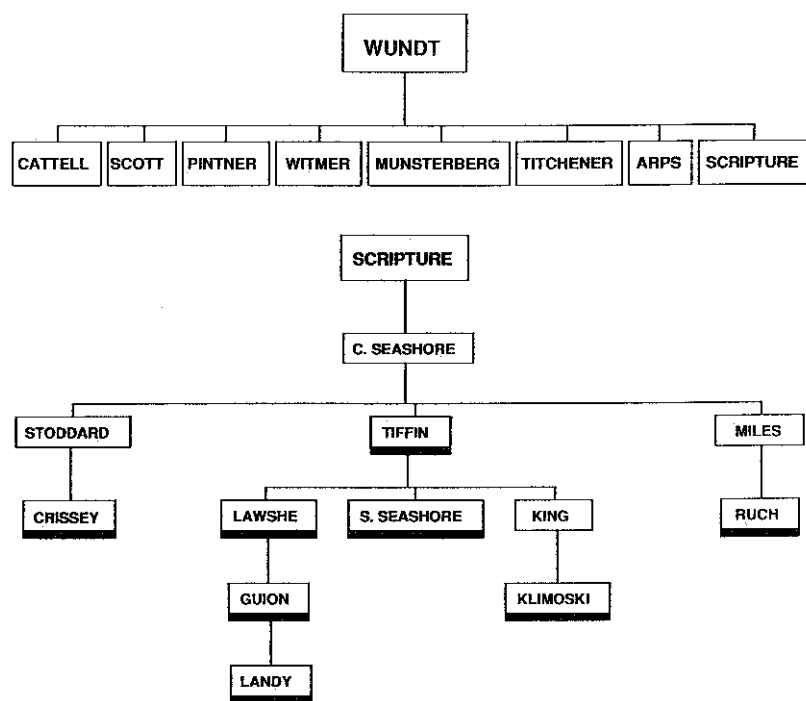
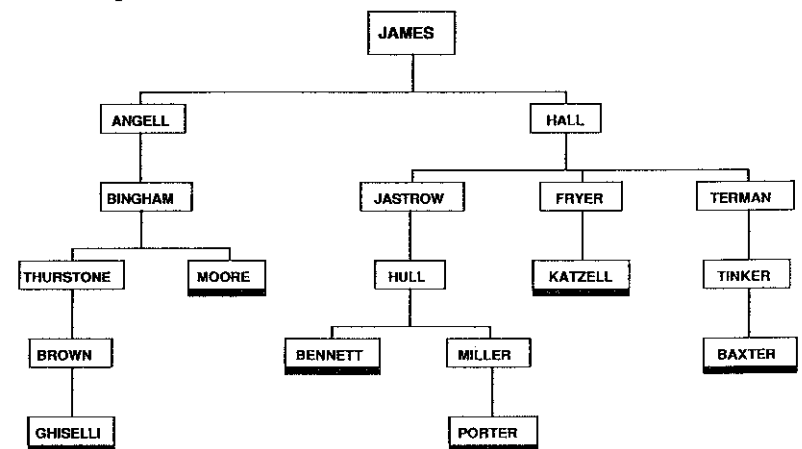
What follows are the trunks of two trees (Wundt and James) and the branches from those trees. As a convention, for the most part I identified the person who actually signed the doctoral dissertations of the person in question. In some cases, this may misrepresent influences but it was the most parsimonious strategy.

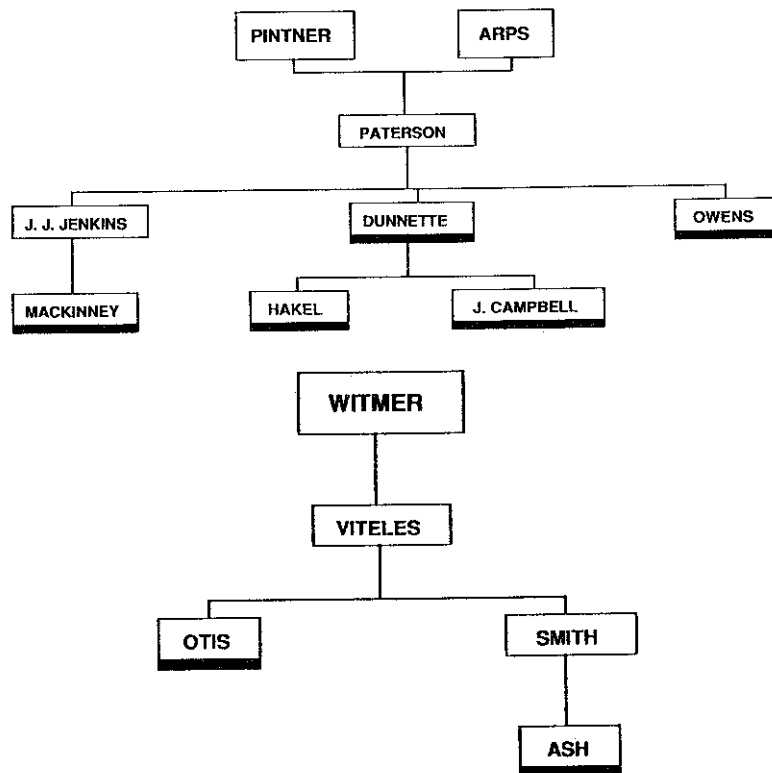
Much of this information came from published sources (biographies, histories, etc.) but a significant amount came from colleagues and archivists at various University libraries. Collecting the information was a very rewarding activity. I learned to see the subdiscipline in a much more personal way.

If any of the TIP readers find errors, I would appreciate knowing of them so I can make any necessary changes. I would like to acknowledge the skills

of Joe Hinich in preparing the actual charts and of Laura Shankster and Patricia Kelley in doing the necessary library digging for much of the information.

¹ Division 14 presidents are underlined in bold.





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
SIOP Conference—Orlando, Hilton at Walt Disney World Village	May 25-28, 1995
SIOP Conference—San Diego, Sheraton Harbor Island Hotel	April 25-28, 1996

THE EVOLUTION OF DOCTORAL TRAINING IN I/O PSYCHOLOGY AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Albert S. Thompson, Professor Emeritus
Teachers College, Columbia University

Looking back over the history of training in psychology at TC, it became apparent that the doctoral program now termed "Organizational Psychology" seemed to reflect evolving stages in the application of psychological findings and methods to the work setting.

In roughly chronological but cumulatively overlapping stages, psychology since the early 1900's became concerned with the following:

1. The measurement of individual characteristics and job requirements.
2. The development of worker skills and improvement in worker productivity.
3. The measurement and facilitation of individual job satisfaction, employee motivation, and group morale.
4. The study of managerial roles and approaches.
5. The study of and improvement in the functioning of the organization as a social system.

Development of I/O Psychology Training at TC

Teachers College, Columbia University began as a school of education but over the years broadened into a graduate school dedicated to the systematic advancement of the arts and sciences associated with the educating, psychological, and health service professions. In the discipline of psychology, TC became the center of training in the applied fields for Columbia University as a whole.

One can describe the evolution of training in I/O psychology at TC in three phases, as follows:

1. Involvement of individual professors in the application of their findings and methods to human behavior in the work setting.

In the early years, individual professors affiliated with various branches of the university became involved in research and consulting in areas basic to the later development of I/O psychology. This was still the era in which individual professors pursued their specialties, sometimes even creating them, an era in which "programs" hardly existed.

For example, early in his career as Professor of Educational Psychology at Teachers College, Edward L. Thorndike pioneered in the development of tests and techniques for measuring individual differences significant in school learning. His broad interests, however, soon led him to study performance in other settings and we find him writing articles in the 1910's on work curves, theories of work and fatigue, and work satisfaction.

With World War I, Thorndike was called on by the War Department (along

with other psychologists such as Robert Yerkes and Walter Bingham) to develop methods for rating and classifying soldiers and aviators. In 1919, he published an article on *Scientific Personnel Work in the Army* in the journal *Science*.

Other Columbia University professors who applied their psychological knowledge and skills to human behavior in the military and other work settings were R.S. Woodworth, J. McK. Cattell, A.T. Poffenberger, and H.I. Hollingworth, who provided leadership during and after WWI.

In 1919, Hollingworth published a volume entitled *Vocational Psychology* and in 1919 Hollingworth and Poffenberger collaborated on a publication entitled *Applied Psychology*. Poffenberger later prepared a revision and expansion entitled *Principles of Applied Psychology*, published by Appleton-Century, 1942.

During the 1940's, a number of psychologists played significant roles in psychological research and applications in World War II activities in the Air Force, Army, and Navy. After the war, Laurance Shaffer, Robert Thorndike, and Donald Super became professors at Teachers College and developed programs relevant to civilian work settings.

2. The second phase involved the development of courses and programs which eventually led to doctoral training in I/O psychology.

The program most directly concerned was the *Vocational Guidance* major developed by Professor Harry D. Kitson in the 1920's. Kitson was an early leader in the study of the world of work and in 1924 published the classic *The Psychology of Vocational Adjustment* and from 1937 to 1950 edited *Occupations, the Vocational Guidance Magazine*.

Kitson's interest included industrial psychology as well as vocational guidance and the program broadened to become *Vocational Guidance and Occupational Adjustment*, particularly after Donald Super was added to the staff in 1945. The program dealt not only with vocational counseling and testing but also with entry into the labor force, job satisfaction, and nature of the occupational world. Super soon became a national leader in the field with the classic texts *Appraising Vocational Fitness by Means of Psychological Tests* (Harper and Row, 1949) and *The Psychology of Careers* (Harper and Row, 1957), and several related monographs.

In addition, professors in other branches of the university were studying, publishing, and giving courses in related areas. For example, Eli Ginsberg, Professor of Economics in the School of Business, contributed significantly to knowledge of career stages and factors of success in the work setting. His courses and counsel were valuable to many TC students in their graduate study. Professor Richard Christie of the Graduate Faculty of Arts and Sciences provided helpful courses and research supervision in the social psychology of work.

3. Formation of a Major in I/O Psychology at TC.

In the early 1950's, with the addition of Albert S. Thompson, who had taken his doctoral degree in industrial psychology under Morris S. Viteles at the University of Pennsylvania, and Kenneth Herrold, whose doctoral study at TC had been with Goodwin Watson in group dynamics, the "occupational adjustment" portion of the program expanded to warrant changing the title of *Vocational Guidance and Personnel Psychology* with a designated major in personnel.

In addition to the course in vocational testing, dynamics of vocational adjustment, group development, and career development common to both vocational guidance and personnel work, special courses such as *Personnel Work in Business and Industry*, *Psychology of Staff Relations*, and *Psychology of Personnel Development and Utilization* were added, as well as field work and internships in business and agency settings. Use was also made of university-wide resources, particularly faculty and courses in the Graduate Faculty of Arts and Sciences, Graduate School of Business, and the School of Engineering.

By the early 1970's, the doctoral major in personnel psychology, supplemented by a masters degree program for those desiring training at that level, provided a strong program, particularly in the areas of individual appraisal, training, job and career satisfaction, and career development in a variety of work settings.

With the retirement in the mid 70's of Professors Thompson, Super, and Herrold, and with the increasing emphasis in the field of management development and the functioning of organizations as social systems, there occurred a shift from close coordination with Counseling Psychology (as Vocational Guidance was by then called) to a closer interaction with the Social Psychology program.

In 1982, a departmental reorganization led to the setting up of a section entitled "Social and Organizational Psychology" with Morton Deutsch as Program Coordinator and Warner Burke, who had recently been added to the staff, as Principal Advisor in Organizational Psychology. Other professors contributing to the combined programs were Harvey Hornstein, Gary Bridge, and John Michela. Professors Roger Myers and Peter Cairo from Counseling Psychology and Adjunct Professors Joseph L. Moses from ATT and Myron Wish from Bell Labs taught courses and contributed regularly in doctoral level seminars.

In its current form, the Organizational Psychology program is designed for both full-time and part-time graduate students who desire basic scientific training in organizational psychology and who are concerned with the application of psychology to industrial, social agency, and government organizations. The program begins with an emphasis on fundamental concepts, social psychology theory, and research methods, proceeds to more

specialized procedures in organizational psychology, and concludes with a major inquiry resulting in a doctoral dissertation. Depending on the student's background, an internship in an organization may be required.

During their study, students are expected to participate in introductory and advanced seminars in basic psychology, social psychology, organizational psychology, anthropology, and statistics. From the very beginning, students are assigned to a research group with one or more of the faculty members. In addition, according to individual interests, students may take courses in related programs, departments, and schools of Columbia University.

One revealing way of identifying trends in doctoral training is to examine the sequence of topics of doctoral dissertations.

Following are samples from the past four decades:

1950's: Job satisfaction as related to need satisfaction in work. (R. Schaffer, 1952);

Empathy, projection, and job performance of plant supervisors. (M. Johnson, 1958);

Company policies and supervisor attitudes toward supervision. (E. Stanton, 1958).

1960's: An analysis of vocational interest at two levels of supervision.

(H. Bedrosian, 1963);

Manager performance as related to goal setting, intelligence, and selected personality traits. (R. Kopff, 1966);

Expectations and drop-outs in Schools of Nursing. (M. Katzell, 1968).

1970's: Effects of test conditions on negro-white differences in test scores; (P. Dyer, 1970);

An empirical study of attitudes toward invasion of privacy as it relates to personnel selection. (B. Rosenbaum, 1971);

An evaluation of the efficacy of a trait-oriented job analysis technique. (F.E. Lopez, 1977).

1980's: The effects of selected person and organizational factors on a manager's motivation to behave collaboratively with subordinates. (D. VanEynde, 1984);

The relationship between manager's power orientation and evaluation of managerial effectiveness by subordinates. (B. Maruff, 1986);

Perceptions of program manager influence: The effects of role behaviors and position status. (C. Coruzzi, 1987).

1990's: Effects of educational variables and job process factors on performance and advancement in the early careers of professionals. (P. Morley, 1990);

The influence of cognitive schemes on perceptions of organizational climate. (M. Eiter, 1990);

The role of individual perceptions of organizational culture in predicting perceptions of work unit climate and individual and organizational performance. (M. Fox, 1990).

From the above titles, it is apparent that the research concerns gradually shifted from study of specific job performance to job satisfaction, from measurement of individual characteristics to the total work setting, and from performance of the individual to that of the organization as a whole.

Contributions to the Field of Industrial/Organizational Psychology

It can be argued that the best evidence of contribution to a field of applied psychology by a doctoral training program is what the graduates do with their training.

A review of the career histories of TC graduates in this program revealed the following patterns:

1. The most frequent pattern was to work in personnel research or management for relatively large corporations, such as ATT, IBM, Chase Manhattan, Port Authority of NY, J.C. Penney, American Express, Union Carbide, The Psychological Corporation *et al.* and then shift into consulting, either independently, such as Mahler Associates or Lopez Associates, or as members of a management consulting firm, such as RHR or Drake, Beam, and Morin.
2. Another frequent pattern was to become involved in teaching, usually as part-time adjunct professors with increasing teaching, involvement over time or to become full-time educators in related training programs.
3. Some graduates, of course, have remained with their industrial or business firms, particularly when the firms provided long-term career opportunities.

The faculty of a doctoral program also make contributions in a number of ways: research, publishing, consulting and association activities.

As previously mentioned, Professors Thorndike and Super published early "classics" in areas related to I/O psychology. In 1970, Super, in collaboration with M.J. Bohn, Jr. as co-author, published *Occupational Psychology*. During the 1980's since retirement from TC, Super has been increasingly involved, as initiator and coordinator, with the International Work Importance Study, which is investigating the salience of the role of work in selected countries throughout the world.

In the 1970's and 1980's, Professor Roger Myers and Peter Cairo, based in the Counseling Psychology program, participated actively in the I/O doctoral training through doctoral research supervision, courses on career development in industry, and publications such as:

Myers, R.A., P.C., Turner, J.A., and Ginzberg, M.A. (1980) *Cost-benefit analysis of the Officer Career Information and Planning*

System. Arlington, VA.: U.S. Army Research Institute.

Cairo, P.C. (1983) Counseling in industry: A selected review of the literature. *Personnel Psychology*, 36, 1-18.

Cairo, P.C. (1985) Career planning and development in organizations. In Leibowitz and Lea, *Adult Career Development: Concepts, issue and practices*. Falls Church, VA. National Vocational Guidance Association.

The current staff and the Program Coordinator, Warner Burke, have contributed extensively to the field in a variety of roles: teachers, researchers, consultants, journal and book editors, and authors.

In 1990 Burke received the Distinguished Contribution to Human Resource Development Award from the American Society for Training and Development. Among his many publications are the following:

W.W. Burke and H.A. Hornstein (Ed.) *The Social Technology of Organization Development*. LaJolla, CA.: NTL Learning Resources Corporation, 1972.

W.W. Burke (Ed.) *Current Issues and Strategies in Organization Development*. N.Y. : Human Science Press, 1977.

W.W. Burke *Organization Development: Principles and Practices*. Glenview, IL.: Scott Foresman, 1982.

W.W. Burke *Organization Development: A Normative View*. Reading, MA.: Addison-Wesley, 1987.

W.W. Burke, "Practicing organization development," in D.W. Bray (Ed.) *Working with Organizations and Their People: A Guide to Human Resources Practices*. N.Y.: Guilford Press, 1991.

Looking to the Future

The current program in I/O Psychology at TC appears to be in line with the trends and directions in which I/O psychology as a field is headed into the next decade. These historic trends are:

1. *From Production to People to Systems*, i.e., from raising individual worker efficiency to developing better employees in improving the functioning of the organization as a whole.
2. *From Blue Collar to White Collar to Gray Suit*, i.e, from attention to the factory to the office to the board room.
3. From hiring and training for *specific job openings* to selection and development of employees for *long-term membership* and identification with the organization.
4. From a *static matching* of individual characteristics with job requirements to a more *dynamic use of human resources* through both employee development and modification of the work situation.
5. From *top-down management* to greater *lower-level involvement* through participative management, group decision making, and quality of life approaches.

This is not meant to imply that the early emphases have been discarded but rather that they have become integrated and absorbed into a larger and more dynamic model. The important principle is that doctoral training should not only build upon the best of the past but should also anticipate and lead the field toward the developing needs of the future.

Acknowledgements

The author wishes to acknowledge the help of the following in the preparation of this article: Professor Emeritus Donald Super and current Professors Warner Burke, Harvey Hornstein, Roger Myers, and Peter Cairo.

The Division of Applied Psychology at Carnegie Institute of Technology

Erich P. Prien

Performance Management Associates

In the Beginning. . . Arthur Arton Hamerschlag approached Walter Van Dyke Bingham at the 23rd Annual Meeting of the American Psychological Association held at the University of Pennsylvania in December, 1914. Hamerschlag spoke abruptly, "the Carnegie Institute of Technology is in Pittsburgh. I don't suppose you have ever heard of it, but we have a flourishing young institution. What are you planning to do this weekend? Won't you come and look us over, and tell us what, in your opinions, psychology could do for such a technical institution." Bingham visited Carnegie Institute of Technology and subsequently Hamerschlag offered him an appointment which he accepted. The appointment was to establish the Division of Applied Psychology at Carnegie Institute of Technology, which was no small undertaking and certainly not a decision made casually by Bingham. At that time, academicians scorned practitioners as those who sold their soul for gold and, thus were looked upon as traitors. As evidence of this, William James hid his laboratory where he conducted practical work under a staircase and Walter Dill Scott initially rejected an overture saying that one did not enhance his academic reputation by dabbling in the affairs of business. Bingham, however, had already started to cross that line following his interest in testing, albeit with students growing out of his work at Columbia (1908 - 1910) and continuing at Dartmouth College where he was assigned as a member of the Committee on Admission and Instruction.

Carnegie Institute of Technology was quite unlike the academic institutions with which Bingham had experience up until this time. The charter and mission of Carnegie Tech was clearly represented by the four schools: The School of Applied Design, the School of Applied Industry, the School of Applied Science, and the Margaret Morrison Carnegie School for Women. In each of these four schools, students were educated and trained to carry on the

responsibilities in positions in business and industry. Clearly, this was a setting in which Bingham could create and nurture a Division of Applied Psychology. In his report to Hamerschlag, Bingham noted that students at Carnegie Institute of Technology were looking toward careers in industrial management, social work, teaching, dramatic art, or some other field in which success would depend on their ability to understand and influence people.

Hamerschlag obviously continued to be impressed by Bingham and provided the support needed to establish the Division of Applied Psychology. Bingham formalized his association with Carnegie Institute of Technology on September 16, 1915. He began the development of the Division with L. L. Thurstone and James Burt Miner as the first two faculty members. In January, 1916, Walter Dill Scott was appointed the first professor of Applied Psychology and Director of the Bureau of Salesmanship Research. Scott's history in Applied Psychology dated back to December 20, 1901 when he spoke on advertising at the Agate Club in Chicago. In this way, he inaugurated the science of industrial and business psychology, although his initial reaction to the offer of Thomas L. Balmer was to reject the overture, as had others before him: Munsterberg of Harvard, Thorndike of Columbia, and Coe, his mentor, at Northwestern. It was in this context that Scott expressed the conviction that one did not enhance his academic reputation by dabbling in the affairs of business. However, after a two hour argument by Balmer, Scott acquiesced, delivered the address, and then continued to write articles on problems of business. By 1915, Scott had written 67 articles on problems of business which had clearly removed him from the fold of respectable and dignified academicians psychologists. However, he had also written 34 articles on subjects which were academically important.

The auspicious start of the Division of Applied Psychology was supported by four prominent and wealthy Pittsburgh businessmen: Edgar J. Kaufmann, H. J. Heinz, Edward A. Woods, and Norval A. Hawkins. These businessmen were to continue their support leading to the inauguration of various Bureaus within the Division which would focus on specific topic areas in both applied research and practice.

Upon his arrival at the Carnegie Institute of Technology, Bingham immediately began his search for faculty. The first was Louis Leonard Thurstone recruited from the University of Chicago. The second was James Burt Miner of the University of Minnesota. In addition to Thurstone and Miner, Bingham had also recruited and hired Margaret Louise Free, Catherine Murdoch, Edwin H. Smith, and Jonathan Leo Zerbe. Bingham also established an Advisory Committee consisting of Raymond Dodge of Wesleyan University, Frederick Lyman Wells of the McLean Hospital in Waverly, Massachusetts, and Guy Montrose Whipple of the University of Illinois. With this faculty and advisory committee, Bingham set out to develop curricula for each of the four schools which made up Carnegie Institute of Technology.

In organizing the Division of Applied Psychology, Bingham was responsive to his sponsors, if for no other reason than their interest was the foundation for Applied Psychology. In this way, the Bureau of Salesmanship Research was established in 1916 with Walter Dill Scott as its first Director. The first seven students were Edward S. Robinson, Charles Brundage, Curt H. Friedlander, Russell L. Gould, Charles Booth Tuddle, Mary La Dame, and Dwight L. Hoopingarner. These individuals went on to some prominence, although not as Applied Psychologists. At the organization meeting, Edward A. Woods, acting as temporary chairman, presented a statement regarding the plans for the proposed Bureau describing it as a kind of human laboratory in which the cooperating members could have tested for them methods of finding, choosing, and training salesman, and methods in other coordinate branches of salesmanship. The Bureau would serve as a clearinghouse for information whereby the experience of leading concerns in the country would be available to each other. Additional sponsorship was obtained from other organizations in addition to that provided by Woods, representing the insurance industry. Support came from the Ford Motor Company, Pittsburgh Steel Company, and Westinghouse Electric and Manufacturing Company. President Hamerschlag placed his imprimatur on the venture which was eventually to have 30 supporting members representing a broad spectrum of industry. During the initial year of this Bureau, Scott gave two courses of instruction and developed a 36-page volume: *Aids in the Selection of Salesman*. This included a model application blank; a standardized letter to former employers; a set of interviewers guides and record blanks; and a series of tests designed to measure an applicant's intelligence, alertness, carefulness, imagination, resourcefulness, and verbal facility. Edward A. Woods, it should be noted also, was instrumental in organizing the Association of Life Agency Officers with complex ties to the Bureau of Salesmanship Research.

In 1918, the Bureau for Retail Training was inaugurated under the leadership of James Burt Miner. In the second year, Miner was replaced by W. W. Charters who advanced the Bureau's guiding principles concerning the attitude of the executive toward employees and the importance of employee attitudes in respect to training or research in the organization. It was in this Bureau that the early work on employee attitudes was discussed with students and lead to the book by Whiting Williams titled, *What's on the Worker's Mind*.

The Bureau of Personnel Research focused attention on discovering ways in which, for the purpose of vocational guidance, the interest of an individual could be taken into account. James Burt Miner and Clarence Yoakum, along with E.K. Strong, provided leadership to such students as Bruce V. Moore, Merrill Ream, and Max Freyd. Of these, Bruce V. Moore would be the first to receive the Ph.D. from Carnegie Institute of Technology in 1921. Strong, of course, would go on to produce the Strong Vocational Interest Blank, based on

the ideas developed with that group and which he took to Stanford University. The initial work, however, was done at Carnegie Institute of Technology along with Richard Uhrbock. It was later that Strong and Uhrbock published the first book on Job Analysis and the Curriculum in 1924.

In the relatively short period of time from the start of the Division in December, 1915, Bingham had created a functioning organization which was already producing valuable applications of psychology. In April, 1917 while Bingham was visiting Harvard to attend the 14th Annual Meeting of Experimental Psychologists, President Woodrow Wilson signed an Act of Congress declaring a state of war. At that meeting, Captain W. S. Bowen, an instructor at Harvard University, discussed the possible role of psychology in the war effort. To this end, a committee was appointed consisting of Robert M. Yerkes, Raymond Dodge, and Walter Van Dyke Bingham. Bingham, however, could not attend the initial meeting and was replaced by Robert M. Ogden.

Nonetheless, Bingham continued his participation leading to the formation of a variety of functioning committees. The one of most importance was the Committee on the Psychological Examining of Recruits chaired by Robert M. Yerkes on which Bingham served along with Henry Goddard, Thomas H. Haines, Lewis M. Terman, Frederick Lyman Wells, and Guy Montrose Wipple. Wells and Wipple were on the Advisory Committee to the Division of Applied Psychology.

The involvement of Scott and Bingham in the war effort gave emphasis to the activities in the Division of Applied Psychology. There was no doubt that Hamerschlag's vision was correct and that Bingham was carrying out the Institute's charter and mission in his organization and management of the Division of Applied Psychology. Then, in 1919, Walter Dill Scott left to form the Scott Company which was the first consulting organization with some 40 clients. During this period, however, Scott returned to lecture on advertising psychology, along with the Gilbreths lecturing on time and motion study at seminars in the Division of Applied Psychology.

The End . . . came in October, 1924. Hamerschlag had provided Walter Van Dyke Bingham with virtually unlimited support, as evidenced by the physical space, the sponsorship of patrons, and by the collection of the finest brass instruments for research in psychology that were available (this selection is now in the Smithsonian Institute). Throughout Bingham's sojourn, he had an open door to Hamerschlag's office, a privilege denied to other Institute Directors who had to go through Hamerschlag's Executive Assistant, a Mr. Smith, who unfortunately had the authority to deny access. Bingham, on the other hand, would walk right by Smith directly into Hamerschlag's office where he had virtually a blank check. Upon Hamerschlag's untimely death, Smith became Acting President of Carnegie Institute of Technology. One of his first acts was to call Walter Van Dyke Bingham to his office and announce:

"Dr. Bingham, you and your associates are no longer associated with Carnegie Institute of Technology."

The exception to the October massacre was Glen Cleeton who had come to Carnegie Institute of Technology from Seashore's Laboratory at the University of Iowa in 1923. Cleeton was to remain on as the only survivor, teaching courses in psychology to students in the four schools which made up Carnegie Institute of Technology.

Industrial Psychology remained dormant at Carnegie Institute of Technology until 1945 when the graduate program was reviewed under the direction of B. von Haller Gilmer. At that time, the archives of the University still contained the *Journal of Personnel Research* in which appeared many of the seminal articles written during that period on selection, training, rating scales, criterion development, and other topics which make up the core of contemporary Industrial Psychology. Also, in a large walk-in closet, which was reached by going through small outer offices, was the magnificent collection of brass instruments all neatly arranged on shelves all the way up to the 12 foot ceilings in the room. The Bureaus were gone, but the impact of this beginning remains to this day in organizations which found their start at Carnegie Institute of Technology.

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GROWTH TRENDS IN I/O PSYCHOLOGY¹

P. Richard Jeanneret
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In preparation for my invited address during the 1991 Convention of SIOP as recipient of the Distinguished Professional Contributions Award, I decided to analyze the growth trends that characterize our field. What I found was surprising (perhaps even alarming to some) and has very important implications for the future of our profession.

I selected 1960 as the initial year for my trend analysis, 1960, for two reasons: It was the year that I declared Psychology as my undergraduate major; and I happen to have a copy of the 1961 Directory of the American Psychological Association. The other years that I selected for comparative purposes were 1980, 1985, and 1990. I selected these years because of the interval from 1960 (20, 25, and 30 years) as well as their near correspondence to the time of Society membership studies (1981, 1985, 1990). Recognizing that APA Directories reflect member information for the prior year (or perhaps the last time the member updated his/her member listing), and that SIOP surveys also characterize the membership at a point in time prior to the publication of results, there is admittedly some "slippage" in the comparability of data across sources (and even in the exact amount of lapsed time within a source) that have been used for compiling the results that follow. Nevertheless, I believe the data are sufficiently representative to reveal a set of trends that are meaningful, and I will use the time periods 1960, 1980, 1985, and 1990 to describe all results even though these are not precise.

Before describing the results, a few other points about the data and its compilation are noteworthy. The 1961 APA Directory data was analyzed by using the Division 14 membership roster published at the end of the Directory (pp. 978-980) to identify fellows (N = 253) and members (N=503) of the Division of Industrial and Business Psychology. Each individual's biographical listing was content analyzed² as to a primary job category (academic, private organization, consulting, other) and specialty area(s). The data are representative of fellows, members, and associates, not affiliates or other categories of membership.

Overall growth trends for I/O relative to psychology as a whole (as represented by the entire APA membership for the 30 year time span) are shown in Table 1. Growth in all of psychology (270 percent) is much greater than that occurring in I/O (177 percent). More disturbing, however, are the

¹Taken in part from *The PAQ's of I/O Psychology*, Invited Address, SIOP Annual Convention, 1991.

²Many thanks to Sharon Stratton for completing this analysis.

growth rates for the last 10 years: 33 percent for all of psychology; less than 5 percent for I/O. Because the 1980, 1985, and 1990 SIOP membership numbers reflect only Society members (see Howard, 1986; Howard, 1990), I estimated that there may be another 400 I/O psychologists who are active in our field, some of whom may belong to APA but not SIOP (e.g., members of Divisions 5, 13, 19, 21, 42, etc.). Given my estimate, the ten year growth for I/O would improve to about 24 percent, but still lag behind all of psychology. From a practical perspective it appears that while there may be increasing opportunities (demand) for I/O psychologists in organizations and communities, there will not be sufficient numbers of us to be responsive.

TABLE 1
GROWTH TRENDS IN THE PROFESSION

Year	APA Membership	Div. 14/SIOP Membership	Div. 14/SIOP % of APA
1960 ¹	18,948	756	3.99
1980 ²	52,440	2,009	3.83
1985 ²	60,106	2,496	4.15
1990	70,000 ³	2,095 ⁴	2.99

¹ Source: Jeanneret—Analysis of 1961 APA Directory

² Source: 1981 and 1985 APA Directories, and Howard—Characteristics of Society Members, *TIP*, 1986

³ Estimated — 1989 APA Directory indicated 68,321

⁴ Source: Howard—SIOP Membership Survey, 1990

With respect to the position of I/O psychologists relative to the entire APA membership, the peak was apparently reached around 1985. Given diverging allegiances among SIOP, APA, and APS for professional organization membership, it appears that I/O's representation and influence in APA will continue to decline.

Information on the primary job trends occurring within our field is presented in Table 2. All job information was initially treated as either practice (i.e., non-academic) or academic. Over the 30 year time span there has been a clear shift to a lower proportion of practitioners and a higher proportion of academics. On an absolute basis, if the percentages in Table 2 are applied to the values in Table 1, there may be 300 fewer I/O practitioners than there were about 5 years ago. However, again assuming that there are about 400 I/O's who are not members of SIOP, and further assuming that the majority of these are practitioners, then we still must conclude that at best the practice side of our profession is stagnant. Further, if one views SIOP as an organization of influence, it will be influencing an increasingly greater proportion of academics relative to practitioners. Finally, the most disturbing thought is that

TABLE 2
PRIMARY EMPLOYMENT TRENDS
(Percent of Division 14/SIOP Members)

YEAR	PRACTICE ¹	ACADEMIC
1960 ²	76	24
1980 ³	67	33
1985 ⁴	64	36
1990 ⁵	62	38

¹ Practice = Non-Academic

² Source: Jeanneret—Analysis of 1961 APA Directory Data — Division 14

³ Source: Howard (1982)—Analysis of 1981 APA Directory Data — Division 14

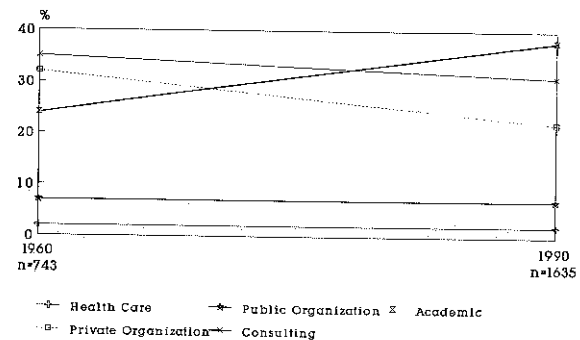
⁴ Source: Howard (1986)—Analysis of 1985 APA Directory Data — Division 14

⁵ Source: Howard (1990)—SIOP Membership Survey Results

for most professions (e.g., law, engineering, accounting, chemistry) consequential growth has occurred from the practice side. Practically, there is a saturation point for academic jobs that will be reached much sooner than for practice opportunities. Thus, while the domain of psychology continues to grow (as does its practitioner influence), the recent trends would indicate that significant growth in the practice side of the I/O field is not occurring, and may be stymied.

A more definitive analysis of the 30 year trend is presented in Figure 1 which delineates the practice category into four principle areas of

Figure 1
PRIMARY EMPLOYEMENT TRENDS OF I/O's



employment: Health care; public organizations; private organizations; and consulting. These categories are contrasted with academic employment. The trends indicate that, proportionally, employment in health care and public organizations has remained constant, but that on a percentage basis employment in consulting and private sector companies is decreasing. These data raise an interesting speculation. Is the growth in academic employment a

TABLE 3
PRIMARY JOBS—PRACTITIONERS
Full-Time Employed

	Number of Div. 14/SIOP Members		
	1980	1985	1990
Business ¹	506	383	365
Consulting/ Research Org. ²	193	435	504
Public Sector	101	105	121

¹ Defined as Administrator/Personnel Manager/Department Head/Supervisor/ Professional Staff/General and Support Staff in Business and Industry.

² Defined as Administrator/Director/Owner/ Professional Staff/Private Consultant Practice/Other Consultant Practice/ Paraprofessional/Support Staff for Professional Services and Research Organizations.

Source: Howard — APA Directory Analysis (1981, 1985) and 1990 SIOP Membership Survey

matter of interest on the part of individuals entering I/O, or job availability? Certainly the tendency for business schools to hire I/O's has accounted for many academic job openings. But are practitioner jobs declining in private organizations where we see the largest percentage decrease? [Alternatively, many private company I/O's may not be participating in psychology-based organizations, and we are unable to track them or benefit from their knowledge and experience.] A further analysis of APA Directory-based data for the last 10 years was completed to attempt to shed some light on this question.

If we compare information on full-time primary jobs as reported by Ann Howard (1982, 1986, 1990), the results are rather alarming, especially for I/Os working in private sector positions. The data presented in Table 3 indicate the numbers of individuals employed full time in each of three work settings. There has been a decline in business sector employment from 1980 to present, while public sector employment has remained constant, and the number of consultants and individuals working for research organizations has grown. These trends are especially evident between 1980 and 1985, and the 1985 to 1990 data are less dramatic in the amount of change taking place. While one can speculate that economic conditions in the private business sector have led to some reduction in I/O jobs, it would appear that some other factor(s), and not just business conditions, are accounting for the loss of 141 jobs during the last decade among SIOP members; alternatively, incumbents of business sector jobs are dropping their SIOP memberships at a rather significant pace or these business sector positions are being filled by individuals who have education and experience in fields other than I/O.

While the changes that have occurred in primary jobs may be surprising,

TABLE 4
TRENDS IN SPECIALTIES OF I/O's
SPECIALTY

	Percent of I/O's ¹	
	1960 ²	1990 ³
Employee Selection/ Testing/Performance Appraisal/Legal Issues/Personnel Research	75	72
Training	16	16
Management/Leadership/Organizational Development/Career Development	30	62
Organizational Behavior/Attitudes/Rewards/Work Motivation	8	29

¹ Percentage of respondents claiming the specialty

² Estimated from 1961 APA Directory

³ Estimated from 1990 SIOP Membership Survey

TABLE 5
LICENSING TRENDS

Year	Percent of Total In "Practice" ¹	Percent of Total Who Are Licensed	Percent In "Practice" Who Are Licensed
1980 ²	67	48	72
1985 ³	64	44	69
1990 ⁴	62	38	61

¹Practice= Non-Academic

²Source: Howard—Analysis of 1981 APA Directory Data - Division 14

³Source: Howard—Analysis of 1985 APA Directory Data - Division 14

⁴Source: Howard—1990 SIOP Member Survey

the trends in the specialty areas of I/O's are consistent with the changes that have occurred in our field. The information in Table 4 compares the specialties claimed by I/O's over the 30 year time span. It should be recognized that some liberties occurred in the content coding of the 1961 APA Directory listings (in fact, training may be the only category that was consistent) and that several categories had to be combined to develop comparability between the two data sets. Given this caveat, considerable growth has taken place in "O" type specialties, but apparently not at the expense of "I" type activities. Note also that we seem to be claiming more "specialties" than previously. Perhaps we are seeing our field as more integrated, or perhaps we are broadening our training and experience.

One final trend that is perhaps tangential with respect to growth in our field, but nevertheless is important to the future of practitioners (and may limit growth opportunities), is the matter of licensing. Presented in Table 5 are the percentages of I/O's in practice as well as the percentages of those practitioners who are licensed compared to the percentages of all I/O's who are licensed at three points in time. Most disconcerting to me is the fact that there has been an absolute decline over the decade in the percentages of practitioners who are licensed. Further the rate of decline in practitioner licensing is twice that of the percentage decline in the proportion of I/O's in practice.³ As those in practice do not seek (or are restricted from) licensure, we can only expect that other types of psychologists and perhaps other professionals (lawyers, physicians, engineers) will be rendering services to organizations and communities that rightfully belong to the practice domain of I/O psychologists.

In conclusion, it is clear that I/O, as represented by SIOP and/or APA members, is not growing at a rate that is consistent with that of psychology as a whole. Further, I believe that I/O is not growing at a pace that will allow us to provide the knowledge, resources, and services required by the organizations and communities of tomorrow. Finally, while the principal growth in many disciplines occurs from the practice side, practitioner growth in I/O is at best stagnant and likely on the decline; and I see little current interest within the Society to change this trend.

If my conclusions are correct and there is a desire to reverse the trends, then positive actions must be taken now. While I will not try to describe what actions are necessary in this article, I will make an attempt to set forth a visionary course. Drawing once again on a portion of my invited SIOP address, *The PAQ's of I/O*, I believe our future is highly dependent on active, supportive relationships between I/O's practice and academic domains. The *quid pro quo* for practitioners and academics must be based on the dissemination of knowledge (from both sides) and a realization that scientific practice is not an oxymoron. Our roots are first and foremost in psychology, and as Stanley Schneider (1990) argues, the new science of psychology will link intervention with research, so that boundaries and distinctions between science and practice will be minimized.

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³ It is noted that the trend among State Psychology Boards has been to remove exemptions previously granted to I/O and this may account for some of the decline, as many I/O's have difficulty meeting education or experience requirements.

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On Prescriptions Derived from Oversimplifications

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Recently, Dalton and Daily took issue with the "McDaniel Principles," i.e., that a) past behavior is the best predictor of future behavior (Principle A) and b) intelligent people, on average, perform better on jobs than less intelligent people (Principle B). Principle A is most commonly reflected in the use of life history questionnaires, while Principle B is most commonly reflected in the use of cognitive skills tests. Their concerns centered around McDaniel's suggestion that Principle A is more appropriate than Principle B. While McDaniel's suggestion was based on his experience, this is obviously not a question to be settled via anecdotal evidence. I find McDaniel's assentation interesting and an appropriate point of discussion in *TIP*, however, I have no data to offer and am not so enamored with my own experiences to share them here.

I do have a concern with Dalton and Daily's concerns. Specifically, while they note that McDaniel's principles were made somewhat tongue-in-cheek, Dalton and Daily extend each principle to find fault with McDaniel's assentation that A is better than B. Dalton and Daily's concern with Principle A is that using past behavior to predict future behavior is much like using the mean as the best estimator of an individual observation in some distribution. Unfortunately, this comparison perpetuates some easily made, but incorrect inferences about the nature of the relationship between past behavior and future behavior. Over 20 years ago, Wernimont and Campbell (1968) used the labels "signs" and "sample" in a discussion of this very issue. "Sample" implies some population. A fallacy in Dalton and Daily's interpretation of Principle A is that the past population of behaviors is the same as the future population of behaviors. As noted by Mumford and Owens (1987), biographical information questionnaires are based on the assumption that samples of earlier, *different*, populations of behaviors can be systematically scored to predict future populations of behavior. Recent biographical information items reported by Russell, Matson, Devlin, and Atwater (1990) to predict performance of midshipmen at the U.S. Naval Academy are examples of past behaviors that *are not* representative of prior, "average," performance as a midshipman. Hence, the use of the "sampling" metaphor from statistics has nothing to do with indices of central tendency in earlier occurrences of the population of performance criteria.

Recent results reported by Ackerman (1987) and Hulin, Henry, and Noon (1990) suggest that Dalton and Daily's inferences about more intelligent people always being better than less intelligent people may also be an

oversimplification. Specifically, Hulin, Henry, and Noon (1990) report a meta-analysis of longitudinal criterion-related validity efforts suggesting that the predictive validity of cognitive skills tests decrease over time. Hence, initial differences in "intelligence" may wash out over time as the less intelligent people slowly catch-up through experience and/or on-the-job training, resulting in enhanced job-specific cognitive skills that counterbalance the lower general level of cognitive skills. Ackerman (1987) reported evidence suggesting that the "controlled" vs. "automatic" cognitive skill requirements of the job may moderate the predictive validities of cognitive skill tests over time. His reanalysis of earlier data collected by Fleishman suggests that Hulin et al.'s findings would be typically found in "automatic" jobs, while consistent predictive validities would be found over time for "controlled" jobs. Hence, it is not obvious that choosing the most intelligent person will always be the preferred option, especially when they cost more to begin with and will soon be performing no better than their less intelligent and less expensive co-workers. (Note—I do not feel this argument is deserving of an award in McDaniel's "In what jobs do less intelligent people perform better than more intelligent people?" contest, though it does dilute the strength of McDaniel's Principle B).

Summary

I too have no quarrel with the McDaniel principles when they are viewed as one sentence summaries of rich and diverse research literatures. I too have used them many times in discussions with practitioners. However, as with any simplification, they serve best as short-hand ways of communicating complex findings to a naive audience. The danger lies in drawing inferences from these oversimplifications without attending to the underlying research.

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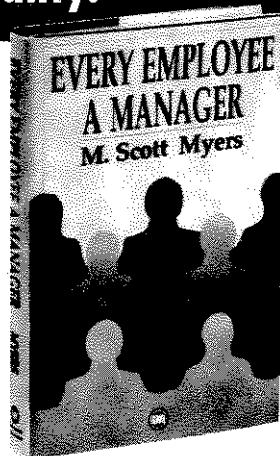
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I/O Psychology Master's—Level Training: Reality and Legitimacy in Search of Recognition

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More than 200 departments with approximately 520 terminal master's programs identified in *Graduate Study in Psychology and Associated Fields* (American Psychological Association, 1990) award about 8000 master's degrees in various subdisciplines of psychology per year. This is almost twice the number of doctorates awarded annually. To date, it is estimated that over 60 programs are I/O Psychology master's degree programs. The number of I/O Psychology master's graduates is unknown; but we do know the students are completing their degrees and gaining employment. They are being employed, not by competing with Ph.D.'s, because a demand exists for their skills and expertise. Even so, until very recently, recognition of master's degree programs, their faculty, and graduates in I/O psychology has been virtually nonexistent.

Unlike other disciplines, a master's degree in psychology has been given little credence within organized psychology; however, over 84,000 master's degrees were awarded between 1973 and 1983. Master's level training is not a new issue; it has been debated for over 40 years. Discussions began as early as 1947 when the American Psychological Association adopted the policy that the entry level for the independent practice of psychology was the doctorate. Despite several attempts since 1947, little progress has been made on the master's issue (Alferink, 1991). Only recently has the situation begun to change. Master's level training in psychology is finally gaining recognition.

With encouragement and support from the Council of Graduate Departments of Psychology (COGDOP), a group of department chairs from the Southeastern Psychological Association (SEPA) met periodically to discuss master's issues. These discussions gave birth to the Council of Applied Master's Programs in Psychology (CAMPP), the first national organization devoted to master's programs in psychology. CAMPP was established in 1986 and has expanded from the SEPA region to include master's programs across the nation, representing 43 departments in 25 states, two provinces, and in District of Columbia (Alferink, 1991).

The Executive Committee of CAMPP formed a planning committee which organized the first National Conference on Applied Master's Training in Psychology in June, 1990, at the University of Oklahoma. Support for this conference was provided by the American Psychological Society, COGDOP, the National Institute of Mental Health and 10 CAMPP member institutions. Sixty representatives of programs from across the nation attended the meeting

to discuss issues related to applied master's education and training from the perspective of those who provide the training. Issues addressed at the conference included the need for standards of training, the outcomes of the training, and regulation and licensure of master's graduates. As a result of the conference, standards of training for applied master's programs in psychology were established. In addition, program outcomes or competencies of applied master's training were identified.

Eight representatives of I/O programs were present. After numerous discussions, it became clear to us that our colleagues were unaware of the magnitude of the issue. Therefore, we identified the first step: inform members of the Society of Industrial and Organizational Psychology (SIOP) of I/O Psychology, master's degree programs. Nine individuals participated in a symposium at the 1991 SIOP Convention to accomplish this first step. This article shares the enlightening information presented with those members who did not attend the symposium.

Lowe (1991) presented interesting, and to some, surprising, data on the number, characteristics, students, and faculty of I/O terminal master's degree programs. She gathered her data from four sources: (1) SIOP's booklet entitled *Graduate Training Programs in Industrial/Organizational Psychology and Organizational Behavior* (SIOP, 1989); (2) a survey conducted by Slane and Nelson (Nelson, Slane & Siegfried, 1990) to obtain data on program curricula and employment of graduates in four subdisciplines of psychology, including I/O, for the CAMPP National Conference; (3) curriculum information collected and compiled by Koppes (1990) for program design; and (4) a paper by Rivers (1988) that summarized the characteristics of eight terminal master's I/O programs in the Midwest based on survey responses. As one can see, the sources are few and limited; however, useful information was compiled by Lowe.

How many I/O terminal master's degree programs exist? The actual number of programs of terminal master's programs was difficult to determine. Programs listed in one source were not listed in other sources, and we believe that some programs are not listed in any source. Lowe (1991) derived 56 terminal I/O psychology master's programs from her four sources. Alferink (1991) identified 75 terminal programs in the *Graduate Study in Psychology and Associated Fields*. Regardless, the number of programs is much greater than most individuals realize.

What are the characteristics of these programs? Most of the master's programs in psychology departments were started in the 1970's and 1980's; four programs were started prior to the 1970's (Lowe, 1991). These master's programs typically are located in a psychology department of approximately 20 members. There are usually five to seven full-time faculty and two to three part-time/adjunct faculty that teach in the I/O program. Most of the programs have about three to five students per I/O faculty member. One program has 25

students per faculty member; however, this program enrolls a large number of part-time students.

What is taught in these I/O Psychology master's programs? Most programs provide a balance between personnel and organizational psychology. In some programs, students take coursework in both areas; in others, students specialize in either I or O. The CAMPP survey by Nelson et al. (1990) revealed that the most commonly required courses are those with I/O content, statistics, and research design. Beyond that, the curriculum varies. Other required courses include ethics, assessment, program evaluation, personality, and learning. Programs offer a variety of psychology electives including social, personality, other I/O courses, physiological, and learning.

Based on information collected by Koppes (1990), programs vary in how much they emphasize training in the "core" of general psychology; individual differences, biological, cognitive-affective, and social bases of behavior. Some programs require courses in these areas, while others offer electives. On the other hand, some programs don't offer any of these courses, but instead emphasize technical training in I/O (Lowe, 1991). Almost all programs require or encourage applied experiences through either practicums or internships. In addition, about half the programs require comprehensive exams. Finally, almost all programs have a thesis option or requirement.

How many students? Programs in psychology departments typically admit 16 new students per year and enroll an average of 15 full-time and 23 part-time students. Applicants to their programs have minimum or average GRE scores of 500-515 for verbal, 500-540 for quantitative, and 1030 for total. Typical grade point averages are just over 3.00, with some as high as 3.50. About one-third of these students work full-time and another third work part-time while enrolled. It takes the average student about 2.4 years to complete a master's program of approximately 42 semester hours. Approximately 80% of the students complete the program (Lowe, 1991).

Graduate Training (1989) reports that during 1987-88, 343 new psychology students were enrolled in terminal master's programs, while 239 new students were enrolled in doctoral programs; thus, 59% of new psychology students were enrolled in master's programs. Furthermore, Master's degree programs awarded 251 degrees during the 1986-87 academic year, while doctoral programs awarded 122 degrees; thus, 67% of the degrees awarded were master's degrees. (These numbers do not include master's degrees awarded by doctoral programs, unless the programs are defined as terminal master's. Business school programs also are not included.)

More specifically, approximately 11 students per year graduate from a typical master's program in psychology. What are these graduates doing? It has been very difficult to obtain information about the graduates of these programs. Most programs do not know where their graduates are, what they are doing and why they were hired. Recently, faculty in a few programs have

attempted to compile information regarding graduates. For example, Ekeberg, Switzer and Siegfried (1991) gathered limited but valuable information. Switzer, along with his graduate student, distributed a job analysis inventory to 193 I/O master's degree holders; 71 returned the inventory for a response rate of 36.8%. These graduates were categorized in the following way: 40.8% (29) were employed in private industry, 26.8% (19) were employed in government, 18.3% (13) were employed in consulting, 4.2% (3) were employed in academe, and 8.5% (6) were categorized as "other." Lowe (1991) also found that the majority of the graduates were employed in the private sector, a few were employed in the public sector, and some entered doctoral programs.

Switzer and his colleagues performed a cluster analysis on the job analysis inventories returned. They found that the sample could be divided into eight types of jobs: Industrial, Organizational Development, Training, Human Factors, Data Analysis, Personnel Management, Compensation, Organizational Development/Survey. In addition, the respondents rated the importance of various "I/O psychology" categories. As one would expect, the importance of various categories differed for the different types of jobs. Examples of categories rated "important" or "very important" for successfully completing the job include: job analysis, psychological assessment, training/education, motivation, professional development, professional involvement, human factors, compensation research, human resource management, and attitude research.

Ekeberg et al. (1991) also gathered data about these graduates' jobs and their employers. They solicited information from faculty and/or administrators of I/O master's level programs. Twenty-two of sixty-eight programs responded. Only 10 programs provided enough information for meaningful interpretation; data were provided for 144 individuals. Thus, the results are preliminary. Ekeberg found that these graduates work in private industry (62.5%), consulting (14.5%), and government (23.0%). The companies vary in size, and they are located all over the country. Companies that hire master's level I/O psychology graduates include: Dow Chemical, Walmart, Honeywell, Hay Group, Modern Management, Inc., State of Wisconsin, City of New Orleans, and the Central Intelligence Agency.

Various job titles emerged and tended to be personnel-related. Examples are human resources specialist, psychometrician, personnel trainee, assistant personnel director, compensation analyst, manager of recruiting, trainer, job analyst, manager, organization development specialist, research coordinator, and test and research analyst. Similar to Switzer's findings (Ekeberg et al. 1991), examples of I/O responsibilities are attitude surveys, job analysis, training, training needs assessment, test development and validation, consumer research, research design, and statistical analysis. Job titles and responsibilities reveal that these survey respondents function in areas that require their I/O

technical expertise. Thus, Ekeberg concluded from his preliminary findings that a niche does exist for master's level graduates.

Ekeberg also examined why individuals pursue master's degree in I/O psychology. Based on descriptive information, the master's degree serves a variety of purposes. One purpose of the degree is to enhance skills and knowledge for positions and career paths that students have already entered. Another is to gain initial entry into the work world. A third purpose is to change careers. It appears from the limited data available that a very small percentage of the graduates use the master's degree to prepare for doctoral work. We can surmise from both Switzer's and Ekeberg's work that "The master's degree in I/O psychology is a valid and viable degree which leads to meaningful employment in our society" (Ekeberg et al., 1991).

What are the implications of this information for SIOP and its members? It is obvious that numerous programs exist and a large number of students are being awarded master's degrees in I/O Psychology. In addition, many employers are hiring these graduates; a demand for their knowledge, skills, and abilities does exist. We know that these numbers are growing; I/O psychology terminal master's degree programs can no longer be ignored. In my opinion, SIOP must take the responsibility to "officially" recognize these programs. In doing so, SIOP will be concerned not only with what is, but also what might be the future of master's level training in I/O Psychology.

The next step for recognizing master's degree programs is to gather additional information. It is obvious that a paucity of information about master's programs and their graduates exists. We are confident that we don't have information on all programs. For example, as graduate coordinator of the I/O master's program, I frequently learn of new programs when a prospective applicant inquires about our program. SIOP has begun this step. The Education and Training Committee will distribute a survey this fall with a special section for master's programs. I strongly encourage all programs to respond.

In addition to gathering more information, several issues must be addressed. As stated earlier, a result of the first National Conference on Applied Master's Training in Psychology was the recommendation of program outcomes for applied master's programs in psychology. These were stated as competencies which should be expected of graduates in any subdiscipline of psychology. Participants at the conference elected to not specify outcomes for subdisciplines. The statement of outcomes from the conference is:

- A. Applied master's programs in psychology operate from a psychology-specific theory and knowledge base, which is reflected in their curriculum and specified outcomes.
- B. The core content of applied master's programs in psychology will require demonstration of the following competencies, although the degree of emphasis may vary according to the stated mission of the program:

1. Knowledge of principles of psychology and how they are applied.
2. Knowledge of diversity of theoretical perspectives.
3. Knowledge of sources of scholarly and professional information in one's field, and the ability to find and use such sources.
4. Knowledge of statistical techniques and their interpretation at a level sufficient to understand the professional literature in one's subdiscipline.
5. Knowledge of research design sufficient to understand published reports in one's subdiscipline.
6. Knowledge of ethical issues, principles, and practices of concern to psychologists, especially those relevant to the application of psychology in one's subdiscipline.
7. Ability to conduct oneself in a professional and ethical manner.
8. Knowledge of the law as it affects professional practice in psychology.
9. Ability to conceptualize and solve problems in one's subdiscipline.
10. Skill in performing statistical analyses appropriate to the application of psychology in one's subdiscipline. (Lowe, 1990, pp. 2-3)

Are these outcomes applicable to and sufficient for I/O Psychology master's programs? In fact, a recommendation from the conference is that groups like SIOP facilitate the development of outcomes specific to the subdiscipline (Lowe, 1990).

After identifying the program outcomes, standards for education and training for applied master's programs in psychology were recommended at the national conference. These standards are necessary for consistency in program design. Again, these were stated for any subdiscipline in psychology; standards for specific subdisciplines were not established. The statement of standards from the conference is:

- I. The program should be identifiable as a psychology program. This is to be defined primarily in terms of the disciplinary affiliations of those who teach in and administer the program.
- II. The program and its curriculum should have a coherent organization and structure that reflects its mission statement.
- III. The program should be the equivalent of two academic years of full-time study. This would normally include 40-45 semester hours, or the equivalent, of program requirements.
- IV. The program must include evidence of competence in the following areas:
 - A. A base of general/theoretical psychology to include:
 1. Biological bases of behavior (to the degree that it is appropriate for the subdiscipline)
 2. Acquired or learned bases of behavior
 3. Social/cultural bases of behavior
 4. Individual or unique bases of behavior
 - B. Understanding of the methods of acquiring knowledge in the

discipline. This could include study in research design, statistical procedures, hypothesis generation and testing, and critical thinking. At a minimum, there should be one course in statistics and/or research design.

C. Applied Psychology

1. Course work in the theory and applications of psychological principles and theories appropriate to the discipline
2. Significant supervised experience appropriate to the subdiscipline and the mission of the program
3. Ethical and professional standards
4. Sensitivity to social and cultural diversity, resulting in appropriate assessment and intervention strategies and other professional behaviors.

D. Entrance requirements for the applied master's program in psychology should reflect the responsibility that the program has to the public. Efforts should be made to ensure that admitted students have the intellectual and personal capabilities of becoming competent professionals in the subdiscipline.

E. Students will demonstrate competence and professional behavior consistent with each program's mission statement and goals prior to the completion of the program.

F. The program will have a sufficient number of appropriately trained faculty to accommodate the labor-intensive nature of teaching the skills of applied psychology. (Lowe, 1990, pp. 4-5)

Are these standards applicable to and sufficient for I/O Psychology programs, or should more specific standards be established with the assistance of SIOP? A related issue is the similarity of these standards to those of Ph.D. programs described in the *Guidelines for Education and Training at the Doctoral Level in I/O Psychology* (SIOP, 1985). Although doctoral programs are twice as long as master's programs, what is or should be the difference in their standards?

Another issue related to both the standards and outcomes is curriculum. We have ascertained that over 60 programs have varied and inconsistent curricula. We are unsure what graduates from I/O psychology master's degree programs have been taught. As stated earlier, these programs tend to emphasize either specific technical training in I/O psychology, or general education in basic psychology. What is most appropriate? What is feasible for two years of study?

We must also evaluate the faculty in these programs. We know that a large number of faculty are teaching in over 60 programs. Who are they? What is their training and preparation? Should we be concerned that possibly in many programs faculty who are not trained or prepared in I/O psychology are providing the instruction?

Furthermore, we need to consider the identities and memberships in professional organizations of the graduates of these programs. A graduate with a master's degree who is an Associate Member of the American Psychological Association and/or a member of the American Psychological Society is eligible for Associate Status in SIOP. Associate members of SIOP cannot vote or hold office but do receive the same benefits of membership and pay the same dues as full members (Lowe, 1991).

The results of a recent SIOP membership survey (Howard, 1990) reveal that 9.7% of the respondents had master's degrees, which is lower than the 13.9% reported in 1981 and the 12.8% reported in 1985 in APA surveys (Lowe, 1991). Why has this number decreased, while the number of master's degree graduates has increased? Which professional organizations are these graduates joining? It appears that they are joining other organizations in which they can be full members, including the American Society of Training and Development (ASTD) and Society of Human Resource Management (SHRM) (Lowe, 1991). Consequently, they may lose their identity with our discipline of I/O psychology. Is that acceptable? Should we solicit these graduates and open full SIOP membership to individuals with a master's degree? Should there be an I/O psychology organization for only master's degree holders?

Not only may these graduates lack an identity within organized psychology because they don't have a professional I/O psychology organization to join, but they also do not know what to call themselves. There is no widely recognized title which denotes their master's degree in psychology. Discussions with students and graduates reveal that they do want a "title" that indicates their association with I/O psychology. Since they represent our discipline, what can we do to help establish an identity for them?

Finally, a controversial issue within our discipline is licensure. The same issue applies to master's degree holders. Should restrictions be placed upon those who want to practice I/O psychology with master's-level training? The complexity of this issue is beyond the scope of this article; however, the issue must be addressed.

To conclude, those of us involved with master's degree training in I/O psychology are encouraged; most recently SIOP's Executive Committee has begun to consider I/O Psychology master's programs. Key players of SIOP attending the SIOP 1991 Convention symposium on master's-level training included Jim Farr, member of the Long Range Planning Committee, and Greg Dobbins, Chair of the Education and Training Committee. Jim Farr, who was given the task of exploring I/O master's-level training, presented a report during a meeting of the Executive Committee following the Convention. According to Farr (personal communication, 1991), members of the Executive Committee reacted with surprise to his findings about the number of master's programs and graduates. The issue of master's-level training has become an agenda item for the Long-Range Planning Committee. Those of us involved in

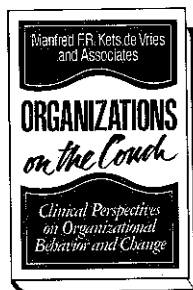
these programs are excited that our colleagues are considering issues associated with master's-level training in I/O Psychology! If you have questions or comments regarding I/O psychology master's degree programs, please write or call Laura Koppes at the Department of Psychology, University of Wisconsin Oshkosh, Oshkosh, WI 54901, 414-424-2071.

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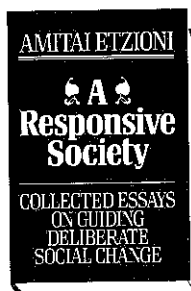
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Comprehensive Job Analysis: Multipurpose Or Any Purpose? ¹

Terry W. Mitchell
MPORT Management Solutions

We must address a very important problem. Attempting to address this problem is certain to be controversial within our profession. Regrettably, some members of the Society may be upset by the questions raised. However, these questions are too important to ignore. It is our responsibility to address this basic problem.

The basic problem concerns the disparity between the science versus the practice of our profession.

One aspect of the problem is a failure of practitioners to implement scientific advances. However, there is another aspect to the problem. Are the technical and scientific advances of our profession practical and applicable to the realities of practice? In truth, the basic disparity between science and practice is probably due to both of these factors.

I will focus more on the second aspect of the problem, than on the first. This focus concerns the practicability of: (1) both express and implied theories of personnel psychology, and (2) the often times elaborate techniques based upon those theories.

Let's examine this problem within the context of job analysis. As you know, job analysis is the first and most basic technology of our profession. Job analysis is generally considered an essential first-step in developing personnel and human resource management programs of all kinds.

The failure of the applicability of job analysis may come in two forms. One, the practitioner may fail to collect the specific job information that is needed. Conversely, the job analysis may fail to provide the needed information. The second aspect of this problem is increasing as the result of recent developments in our profession.

Over the past few years, we have seen a rapid proliferation of off-the-shelf job analysis products. Although these products may have some provision for "customizing" the job analysis to suit the customer, the basic selling point seems to be that *one size fits all*. Clearly, these products can and will provide some job information. However, the question is, will this information prove to be useful across the variety of purposes for which job analytic data are needed?

There are different methods and approaches for doing job analysis. The various methods might involve using interviews, questionnaires, diaries, observation, or reviewing arrival data to collect job information. Any one or a combination of these methods may be used within a basic approach. The basic approach might involve job-oriented or worker-oriented analyses. The job-

oriented approaches analyze tasks, work activities, job outcomes, or other job characteristics. The worker-oriented approaches analyze worker behaviors or other worker characteristics such as abilities, skills, experience, or traits. In addition, hybrid approaches such as the critical incidents technique may collect a combination of job- and worker-oriented data.

In practice, nearly every job analysis attempts to collect at least some combination of job- and worker-oriented data. Nevertheless, there are substantial differences, across a large number of available job analytic techniques, in regard to the methods used to collect job information, and in terms of the specificity of the information collected.

Two fundamental principles of job analysis are nearly universally accepted: (1) Different job analysis techniques lead to the collection of qualitatively different kinds of job information; and (2) Each kind of job information may be more or less suited to different personnel and human resource management purposes. Together, these two principles may be the foundation for any *true science* of job analysis.

Unfortunately, some of the other prevalent thinking on job analysis is more wishful than scientific. For example, one such conception might be dubbed the *Pseudoscientific Theorem of Job Analysis*. According to this theorem, is it possible, through the use of a single approach in one massive effort, to collect the necessary job information about any given job, to sufficiently describe that job in every meaningful detail. Once having conducted such a massive effort, then that job will have been *analyzed*. A major corollary to this theorem is that the resulting information will be useful for any subsequent human resource management need or purpose.

Over time, most practitioners have seen the folly of this misconception. Anyone who has tried to develop a human resource management program of any kind will understand that developing different kinds of human resource programs requires different kinds of job information. The "scientific" response to this realization has, in turn, led to what might be dubbed, the *Multi-Pseudoscientific Theorem of Job Analysis*. This theorem calls for the simultaneous collection of every possible type of job data, from every possible source and through every possible method and approach. Then *surely* after having conducted this *multi-massive* effort, the job information needed for any subsequent need or purpose will be available. Unfortunately, however, even for very simple jobs, such a multi-massive effort may not be feasible.

To help illustrate this point, let us briefly examine some examples of the different types of information needed to develop different types of personnel and human resource management programs.

As a basic rule, purposes that involve comparisons across jobs will require general information that provides comparability. On the other hand, purposes that involve assessing, matching, or training individuals regarding specific characteristics, that occur within the demands of a given job, will require job-

specific information. Most personnel and human resource management purposes will tend to be job specific.

Job Descriptions:

Job descriptions generally include the job title, job activities, materials and equipment used, supervision, working conditions, interactions required with other workers, and the conditions of employment. In addition, job descriptions may include job specifications, such as the personal characteristics required including education, knowledge, skills, and abilities.

Unless the information required to describe and specify the job is explicitly included and collected, this information may not be available as a result of a job analysis. For example, some worker-oriented approaches have been criticized for not providing adequate job descriptions.

Recruitment:

Recruitment may involve selling the job as well as giving realistic job information to candidates. In order to sell the job, the recruiter needs to know what personal outcomes and rewards result from doing the job. In order to have a realistic preview, the candidate also needs to know what sort of frustrations and disappointments to expect. Although this kind of information might be inferred from task or worker-oriented job analyses, it is not generally available.

Selection:

Personnel selection requires an understanding of the knowledges, skills, abilities, traits, or other characteristics needed to perform the job. For selection purposes, it is important to know which worker requirements are compensable, and which are noncompensable, in order to choose the appropriate selection model. Also, in the interest of EEO and fairness, it has become increasingly important to know which of the required capabilities must exist at the time of hire, versus merely requiring the applicant to have an aptitude to develop the required capability through later training or instruction on the job.

Linking knowledges, skills, abilities, traits, and other characteristics to jobs has always been a problem for job analysis. Generally, there is no single person who has both the necessary job expertise *and* the necessary understanding of these requirements *as psychological constructs*. Recently, specially devised procedures involving joint committees of job experts and psychologists have been used to provide these linkages. However, conventional job analysis, in the absence of these special procedures, is likely to result in highly tenuous linkages of this kind, often demanding very substantial leaps of inference.

Furthermore, most job analyses do not distinguish either between compensable versus non-compensable worker characteristics, or between

those required at the time of hire versus those that can be learned later. This information must be expressly collected. Otherwise, it is likely to be left to presumption or inference.

Content Validation:

Recent legal and professional developments have called for the establishment of both logical as well as empirical justifications for *individual test items*. (*Soroka v. Dayton-Hudson*, case pending in Calif.). Conventional job analysis simply does not provide this level of information. For example, there have been instances where it was not possible to directly link even a single test item to a task analysis involving several hundred task statements. Alternatively, some organizations have applied specially devised techniques to directly establish the content validity of individual test items (e.g., Lawshe's CVR). Again, however, these linkages will not result from a job analysis unless this item-to-job linkage is defined in advance as an explicit objective of the job analysis.

Criterion-Referencing:

Either for purposes of criterion-referenced testing, or for purposes of establishing cutoff scores following criterion-related or content validation, a practitioner may need to establish minimally acceptable levels of performance on one or more job criteria. Again, if it is to be obtained via job analysis, this information must be specifically sought, and collected.

Criterion Development:

Human resource management programs should be designed to promote criteria that are valued by the organization. Focusing on tasks or worker behaviors may tell much about the *process* involved in doing the work, but may not identify the *outcomes* that are most important to the organization. This distinction becomes more important in instances where the process level criteria are negatively correlated with the outcome criteria. For example, in a sales job, *the number of sales interviews may be negatively correlated with the number of sales closings* over a set time period. Clearly, a sales management program designed to increase the number of sales interviews would not be of value to the organization. The job analysis should identify the outcomes that are valued by the organization, so that programs to promote those outcomes may be developed. However, the job analysis will not necessarily result in this type of information unless it is specifically designed to do so.

Training:

In order to train someone how to do a job activity, you need to know the sequence of steps involved in doing that activity. Job analyses may list task statements or behavioral elements in groupings by categories of activities, but they do not generally provide the information in the sequence required to perform an activity. Also, a conventional job analysis is unlikely reveal all of the steps, or even the major steps needed to perform any given activity.

Performance Measurement:

Performance data are collected for different purposes, and each of these purposes will tend to require different types of job information.

For purposes of *employee development*, it is helpful to identify distinct areas or dimensions of job performance, in order to assess the employee's relative strengths, versus those areas where improvement is needed most.

For most *administrative purposes* such as job reassignments or disciplinary actions, critical incidents or outcomes must be identified in order to provide specific justifications for any administrative action.

For *merit pay* awards, general performance dimensions are needed to provide a common metric on which to compare employees across a variety of jobs.

Finally, to assess *promotability*, we must estimate the employee's capabilities on the performance dimensions that are required by the higher level, rather than by the current level job.

Although techniques have been devised for collecting and organizing the job information needed for each of these various purposes of performance measurement, any given job analysis will not necessarily provide the needed information, unless collecting the specific information is defined in advance as an objective of the job analysis.

Compensation:

For compensation (i.e., job evaluation) purposes, jobs must be compared on compensable dimensions and these comparisons must be tied, in turn, to salary. Job analyses, particularly those using a job-oriented approach, are not likely to reveal the compensable dimensions required for these purposes. Nevertheless, it is possible to identify the relevant compensable dimensions through job analysis, if this purpose is anticipated and planned in advance.

Conclusions:

Plainly, job analyses should never be conducted merely for the sake of doing job analysis. Any given job analysis, conducted without clearly defined purposes, is unlikely to provide sufficient information for any given future need or purpose.

Unfortunately, more often than not, job analyses are routinely conducted

either periodically across an organization, or at the front end of some human resource development project, without clearly defined objectives in regard to the nature of the data to be collected. What are some of the reasons why this occurs? There would seem to be at least four reasons.

1. Pseudoscientific:

Job analyses are often based upon faulty assumptions. These assumptions may seem scientific. However, we should remember that jobs are not natural phenomena, to be described and classified into taxonomies. Rather, jobs are both arbitrary and capricious constructions, changing unpredictably over time and circumstances.

2. Legal:

Both the Uniform Guidelines (1978) and *Albermarle v. Moody* (1975) strongly encourage job analyses for personnel management programs involving selection, transfer, promotion, demotion, etc. Many in our profession may feel a legal obligation to do a "job analysis." Unfortunately, this practice may actually backfire, if the job analysis collects the wrong kind of information, or if the information is collected but is not used by the organization.

3. Commercial:

Clearly, there is a larger potential market for one-size-fits-all shelf products, than there is for purpose-specific products. Vendors of job analysis products have very clear financial motives for marketing generic job analytic tools. However, potential buyers of such products should take care to anticipate what information will be required for their immediate purposes, and make sure that the commercial product will meet those needs.

4. Logistical:

Personnel researchers often start the job analysis before the goals of the project have been clearly defined. This is a direct result of one of the major myths of job analysis. The thinking often may be, "we can get started with the project by doing a job analysis while we figure out what kind of program to develop." However, this is pure folly. The job analysis will not get you where you have not planned to go.

Closing:

This is an issue of increasing importance for our profession. It is not in our best interest, either individually or collectively, to squander the time and resources of organizations by doing job analyses that lack practical value, or that fail to accomplish their intended purposes. Clear definition of the purposes of job analysis should be always be at the forefront of our recommendations.

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Steve W. J. Kozlowski
Michigan State University

This issue marks my three quarter point as editor of **TIP**. (Actually, because we lost one issue in the shift to the new SIOP schedule it marks the 82% point, but who's counting!) Over the past couple of years we have developed a number of new and innovative columns for the newsletter, as well as some themes for features that we try to print regularly. The columns are designed to keep Society members informed and to share information—one of the more important things that **TIP** does so well. The feature themes are designed to get us think about our past (the history of I/O psychology), present (primarily legal developments), and future (licensure issues, science/practice issues, etc.). I have received much positive feedback on those initiatives—thank you—but these columns and features are well received because I have a hard working Board, other regular contributors, and many fine submissions from **TIP** readers.

Kurt Kraiger initiated *Vantage 2000* as a forum for those interested in issues related to the changing nature of the workforce, issues of diversity, and the implications for science and practice. *Vantage 2000* was started in the July 1990 issue, and, in many ways, has served as the model for the other information sharing columns we have developed. It's informative, engaging, and amusing (Kurt, for example, is the only one I know to have revealed the link between **Bart Simpson** and I/O psychology or to have discerned the resemblance between **Neal Schmitt** and **Dick Cheney** [May 1991 **TIP**]). Kurt, however, cannot appreciate why a group of people in Orlando keep calling him Ted B.). If you have information to share, contact Kurt.

To help keep the membership informed on the latest developments, concerns, and interests in the arena of practice, **Tom Baker** coordinates *Practice Network*. It's just entering its second year and judging by the diversity of contributions, has become one of the more popular items in **TIP**. Tom has done a fine job of taking this column from the concept stage to a viable and entertaining mainstay. If you would like to contribute, give Tom a call.

One of the more important concerns for Society members centers on legal developments and their implications for I/O psychologists. **Jim Sharf** continues to send me timely information and to put me in touch with other contributors. Indeed, this issue of **TIP** contains information from several contributors regarding the (new) Civil Rights Act (**Lance Seberhagen**) and (unsuccessful) attempts to restrict testing in Oregon (**David Arnold**), as well as other legal updates.

With this issue of **TIP**, we are initiating a new column that is designed to exchange information on research funding opportunities (see elsewhere in this issue). **Ed Salas** will be coordinating this forum. Ed is now soliciting contributors who have information, contacts, or ideas for the forum. As with all our new efforts, the success of this column depends on your participation. If you have information or ideas for the column, contact Ed.

To help keep the membership informed about the activities of the many standing committees within SIOP, **Peggy Wagner** composes the semi-regular *Committee Update*. The extent of activities that is accomplished by the volunteers of SIOP committees is truly amazing. Peggy tries to capture just some of this voluntary zeal.

As we approach the APA centennial, **TIP** has been publishing interviews with some of our senior colleagues who were formative in the development of our field, including **Morris Viteles**, by **Craig Russell**, and **Harold Burt**, by **Frank Landy**. Stay tuned for Craig's interviews with **C.H. Lawshe** in the next issue of **TIP**. In addition, the SIOP Task Force on I/O History and Centennial, chaired by **Ray Katzell** and **Doug Bray**, has commissioned a series of histories of I/O programs. The histories, coordinated by **Ed Levine**, will be printed in **TIP** through the centennial (see elsewhere in this issue of **TIP**).

Many other people make contributions that help make **TIP** happen. **Ilene Gast**, of the External Affairs Committee, has been compiling the list of meetings that is printed in every issue of **TIP**. My thanks to Ilene as she now passes that role to **Julie Rheinstein**. I would also like to acknowledge **Mike Lindell** for taking care of the business end of things and **Vicki Alexander**, my secretary at Michigan State, for assistance of all kinds. **TIP** works so well because so many people work so hard.

I guess it's a sign of the economic times but I did not receive much personnel news for IOTAS. One notable exception is **John M. Rauschenberger**, who was recently promoted to Supervisor of Program Design, Development and Evaluation at Ford Motor Company's North American Automotive Operations (NAAO) Human Resources Development Center (HRDC). HRDC trains over 20,000 Ford employees and 3,000 supplier personnel annually in some 98 technical and 25 management programs. John's activity is responsible for the design, development, and evaluation of these programs, and for providing consulting services to Ford components and suppliers.

Vantage 2000: Reasons Not to Manage Diversity; Resources for Managing Diversity

Kurt Kraiger
University of Colorado at Denver

The more I think about the phrase "managing diversity," the odder it seems. One meaning of *manage* is "to exert control over," suggesting that without management, workforce diversity would spiral out of control. But wouldn't more diversity be preferable to less? A second meaning is "to administer or supervise," but, in an ideal—and color blind—world, the co-existence of multiple cultures would occur *without* supervision. I can't suggest a better term, but I have to believe one exists! Therefore, I will continue to use the phrase until a better one comes along.

Reasons Not to Manage Diversity

In the November, 1990 issue of **TIP**, I reported on research in progress by Susan Jackson on perceptions of diversity issues by P/HR managers in the New York metropolitan area. Mary Pat McEnrue (213-343-2900) of California State University, Los Angeles, sent me a copy of a paper detailing similar research with organizations in the Los Angeles area. The paper was presented at the HR 2000 Conference: HR Strategies for Managing the Multi-Cultural Workforce, held in February, 1991 in L.A.

Mary Pat interviewed managers from companies in a wide range of industries including retailing, food services, high technology, health care, and manufacturing. Respondents indicated the extent to which they valued diversity, devoted resources to managing diversity, and used specific interventions to manage diversity.

If managing diversity is seen as an intervention (e.g., through training), then it requires a prior needs assessment to determine the scope and content of the intervention. In most presentations of diversity training I've seen, the impetus is a change in organizational values, or the position of a single empowered advocate. There has been little recognition of the importance of *a priori* needs assessment. Thus, one interesting outcome of Mary Pat's work was a list of sources or methods (provided by respondents) for identifying needs for diversity interventions. Among those identified were task forces; internal, special interest networks (e.g., an Asian caucus); *ad hoc* group sessions or interviews with employees; survey feedback sessions; customer

complaints or lost contracts; analysis of safety records, selection ratios, promotional patterns, and turnover; and exit interviews. Mary Pat also presented a list of methods used to manage diversity. The list is very complete, although not too many methods will seem new to practitioners who have followed this trend. I will admit though that I was stumped by the method: "changing technology by modifying tools such as single-edged razor blades."

To me, the most interesting aspect of Mary Pat's paper was the reasons managers gave for not valuing or supporting (via resources) diversity management, or reasons they gave for why diversity interventions failed. We hear so much about how managing diversity "is good business," that it's surprising to hear managers report otherwise. Managers who see little need to establish efforts to manage diversity gave reasons such as:

- * Operating in a mature industry where consolidation is more important than recruitment and retention;
- * Maintaining a highly technical workforce where people must share a common perspective and communicate easily;
- * Contracting out lower-level business in order to transfer diversity concerns elsewhere;
- * Believing that a high contract ratification rate signifies no dissatisfaction with current management practices.

Managers who value diversity but work in an organization which will not commit resources to such projects, or managers who have seen interventions fail cite these additional obstacles:

- * Lack of top management support;
- * Managerial attitudes which emphasize replacing people with technology to combat the problem of changing demographics;
- * Declining margins and market share, or general financial troubles;
- * Lack of long-term commitment to projects, especially when no immediate payoffs are seen;
- * Obtaining commitment from middle managers who see heterogeneous populations as a threat to efficient practice;
- * "Incredible" competition for qualified job candidates; and
- * The difficulty of "changing human behavior."

TIP readers wishing more detail on Mary Pat's findings are encouraged to contact her directly.

Resources for Managing Diversity

Even while some L.A. companies choose not to pursue diversity concerns, the focus on diversity has blossomed nationally, and has made its way into the popular media. The July 8, 1991 issue of *Business Week* made "race in the workplace" its cover story. The articles present a fairly well-balanced discussion of the pros and cons of current strategies to integrate the workplace. It also presents several case studies of successes, including one at Monsanto,

in which adjustment problems cited by minority workers during focus groups and exit interviews led to "Consulting Pairs" program. The program trains employees to work as in-house consultants (in race- or sex-matched pairs) on race and gender issues. Also of interest are the results of a Harris Poll of 404 senior executives who offered their opinions regarding the need for additional affirmative action laws (thumbs down), reasons to increase their hiring of women and minorities (a changing labor supply), the need to improve their companies' treatment of women (good enough as is), and their companies' overall track record on diversity issues ("pretty good" in all areas but promotion of women and minorities to top management).

Call to Arms

In the next issue, I plan to review several new books on managing diversity, as well as report on the First National Diversity Conference, held this past May in Danville, CA. Please send any additional sources or reports or work in progress to me at: The Department of Psychology, Box 173, The University of Colorado at Denver, Denver, CO 80217. I am especially interested in hearing from organizations or individuals sponsoring "diversity training programs," as I would like to devote an upcoming column solely to this topic.

Research Support (or Follow The Money. . .)

Eduardo Salas
Naval Training Systems Center

No, this is not about BCCI, Las Vegas, the lottery, or the national debt. It's about creating, documenting, and publicizing funded research opportunities for I/O psychologists. What TIP hopes to do in a series of articles (maybe a regular column—if there is enough interest) is to create a vehicle with which we can exchange information of where are opportunities for funding I/O related research.

We envision a "bulletin board" of sorts that contains information on agencies or organizations that seek proposals, concept papers, or letters of interest on topics of interest to I/O psychologists. We would like to cover not only the traditional sources in the Department of Defense (e.g., ONR, ARI), but also industry, private foundations and agencies, NASA, FAA, the Departments of Energy and Transportation, and even international sources (e.g., World Bank). So far, so good. It sounds great, right??? However, we all need to participate. This column will only work if we all provide input, keep our eyes and ears open, and are willing to share the information with our

colleagues. Several efforts have been started. An initial example is provided below. It is from the Department of Defense, because it is easier for me to encounter them since I work for a Naval R&D agency—the Naval Training Systems Center in Orlando, Florida.

Ben Schneider's article in the Psychological Science Agenda Newsletter of APA clearly points out why we need more basic research in I/O and how it can pay off. He argues that we need "open windows" for researcher-initiated grants in I/O psychology. Hopefully this column can pinpoint where the "windows" are. This is not the solution (as Ben articulates), but it is a beginning. Hopefully, that would generate more "champions" in organizations and government agencies who would generate programs of research and who would provide the opportunities. APA also has a directory of who has dollars for funding psychological related research. Our efforts here are to be more focused, as Ben suggests in his article.

So here is how to start. First, we need a creative heading for this column, so send your suggestions to me. In the next few months a group of qualified judges from the **TIP** Editorial Board will make a selection. Second, begin to send me information, notes, fliers, etc. on where funding opportunities might be. Please send me information outside of the Department of Defense. I have good sources within Department of Defense. I will try to put them in a useful format (any suggestions?). Remember that these opportunities could also be for graduate students (i.e., thesis and dissertation support); maybe support for travel to conferences and internships (no job announcements, however).

Please send your comments, suggestions, and announcements (please don't forget details, details, details) to Eduardo Salas, 4010 Gallagher Loop, Casselberry, FL 32707 or call at (407) 380-4651.

A. Department of Defense

1. Naval Training System Center—Broad Agency Announcement (BAA) 91-1 A. OBJECTIVES/RESEARCH INTERESTS

The NAVTRASYSCEN has comprehensive simulation and training systems responsibilities ranging from research and technology base development through system acquisition and life cycle support. The Research and Engineering Department is the NAVTRASYSCEN's arm of the laboratory system. It's mission is to plan and perform a full range of directed research and development in support of Naval training systems. The work covers a broad spectrum of training simulation technology as applied across mission areas and all stages of training. It is intended that programs under the BAA include basic and applied research related to this mission as well as technology demonstrations. Collaborative arrangements between universities and industrial companies are encouraged. Projects should take maximum advantage of existing university and industry research and engineering programs and

facilities. Capabilities are needed to promote and conduct multidisciplinary (e.g., engineer, psychologist, instructional specialists) research in training and simulation technology; enhance the development of training devices; foster productive working relationships with NAVTRASYSCEN scientists and be a source of innovation for the application of instructional principles in training systems. The general requirement for R&D conducted under this BAA is to explore unique training techniques incorporating innovative behavioral and engineering technologies which are needed for more effective and/or less expensive training systems. Technology products are to include empirical research, software and computer models, and technology demonstrations. Projects should provide insight to NAVTRASYSCEN personnel to optimize the use of training systems.

B. Points-of-Control. For copy of BAA write to:

Naval Training Systems Center
Code 641
Attn: Lisa Mackin
12350 Research Parkway
Orlando, Florida 32826-3224

C. Research topics of interest to I/O Psychologists:

- * Individual and team performance measurement
- * Team training
- * Aircrew coordination training
- * Tactical decision-making under stress

Submit All TIP Manuscripts and News Items To:

**Dr. Steve W. J. Kozlowski
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The SIOP-APS Connection

Lee Herring
American Psychological Society

New Journal. APS's second journal, to appear in February, 1992, *now* has a name (*Current Directories in Psychological Science*) and chief editors, Sandra Scarr (University of Virginia) and Charles Gallistel (UCLA). As mentioned previously in **TIP**, each issue of this bi-monthly journal will consist of 10 commissioned 3-page articles to capture the essence of activity on the entire range of areas within scientific psychology. The journal will be published by Cambridge University Press, the world's oldest continuously operating press and publisher of APS's first journal, *Psychological Science*.

Legislative Activity. Among other recent legislative activities, the most noteworthy is APS's push to get behavioral and social science research appropriately represented within the top administrative and policy-making levels of the National Science Foundation (NSF). This effort has received yet another boost. On behalf of APS, Senator John F. Kerry (D-MA) introduced a bill (S. 1031) in early May that would mandate the creation of a Directorate within NSF devoted to the behavioral and social sciences, disciplines which are now housed within the biological sciences directorate. This bill coincides with the report of an NSF-appointed task force which is also recommending the creation of such a directorate to allow the behavioral and social sciences to have a voice at the administrative levels of NSF comparable to the other major disciplines. APS has argued that such an administrative entity would allow behavioral and social sciences to be recognized on their own merit. The bill could go a long way toward moving this whole effort forward. A similar bill was introduced in the House during the last session of Congress, and the Senate's bill will help in soliciting congressional support to reintroduce a similar House bill.

Annual Summit. SIOP's own Milt Hakel (Bowling Green State University) has been selected as the chair of APS's fourth annual Behavioral Science Summit to be held in 1992. Hakel served on the steering committee of last year's summit held in Houston, Texas, which attracted some 100 representatives of 65 scientific psychology-related organizations. The summit purpose is to discuss and address important issues facing scientific psychology.

St. Louis Annual SIOP Meeting. APS was represented at SIOP's annual meeting in St. Louis in April by APS's own Executive Director, Alan Kraut. A program on APS/SIOP relations was presented and featured Frank Landy, Paul Thayer, Milton Hakel, and Kraut.

Membership. The number of members in APS has reached 12,200 as of mid-May 1991. This represents a 24% annual growth rate. APS's membership

includes a strong and healthy base of student affiliates who routinely convert to "regular" Membership upon attainment of the doctoral degree and who bond with the Society, helping to guarantee a long and productive future for APS.

Additional Information. For further information about APS, including membership application forms, contact: APS, 1511 K St., NW, Suite 345, Washington, DC 20005-1401, Telephone: (202) 783-2077, Fax: (202) 783-2083, Email: APS2@UMUC.BITNET.

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Practice Network

Tom Baker
Micro Motion, Inc.

The Human Side of Business

Practice Network had a delightful conversation with **Wayne Cascio**. He was right in 1982 when he wrote about costing human resources, helping practitioners illustrate the value added nature of their services to companies. Wayne continues to emphasize this theme. Wayne feels we are moving beyond *telling* employers how to avoid the downside risks of non-compliance with EEO issues and now have many opportunities to lead and initiate change in organizations. "We will gain more from tooting the positive benefits of I/O" to our business leaders, he says, emphasizing that we are increasingly able to...get the people issues out of the legal department context and onto the business agenda."

He cited three key areas of importance in our field:

1. *Diversity*. According to **Wayne Cascio** the management challenge of the 1990's will be learning how to manage a multi-ethnic, pluralistic work force. "You only have to look at the millions in free publicity the Denver Broncos have received with a deaf football player" to see the value of promoting a broad ranging work force in your organization. Social psychologists have known for years that you stimulate creativity through a diversity of viewpoints. One way to assure this is to have a pluralistic work force.
2. *Selection*. The traditional role for selection—fitting one person to one job is changing. Based on demographics of the future, an increasingly painful education crisis, and the need for a multi-functional work force, Wayne feels we are being called on to assess more basic, broad ranging skills such as basic literacy, logical reasoning skills, and the willingness and ability to adapt to change. Find employees with these basic skills, and the organization will be better positioned to adapt to competitive pressures and grow into the future.
3. *Promoting The Human Aspects of Business*. Granted, issues such as mergers, acquisitions, and downsizing are steps initiated by financial considerations. However, there are all too many success stories which show it is the *human side* of these business actions which make them succeed. **Wayne Cascio** emphasizes that business leaders are recognizing important psychological and economic linkages between people related issues and the ability to implement major organizational changes. Business leaders are looking to us to help lead them in the right direction.

Many people the *Practice Network* have spoken to lately have emphasized the need for I/O psychologists to read a variety of journals. Wayne suggests you try the Society for Human Resource Management's *HRMagazine* (703-548-3440, \$49/year for non-members) or the American Society for Training and Development's *Training & Development Journal* (703-683-8100, \$75 for non-members). "Listen to the practitioners," he stresses, "listen to the people who face competitive realities every day." Success stories are coming out in the literature every day. It is our responsibility, indeed our opportunity, to promote the human side of doing business and to initiate change in our organizations. Business leaders are becoming increasingly open to our innovations and contributions.

Assessment Centers

Practice Network talked assessment centers with "guru," **George Thornton**. George is excited about the use of a/c's for non-supervisory positions, seeing this as a "real growth industry." *Practice Network* also discussed with George the trends he foresaw in assessment center use and administration. George outlined two practical issues facing the use of assessment centers in organizations: (1) the pressure to streamline the a/c method, and (2) the demand to change a/c's from selection to diagnostic/developmental instruments. "Organizations are struggling with these two trends because they are, in some ways, in conflict," he says. I/O practitioners are pulled in a couple of directions because developmental a/c's are typically more resource intensive than selection a/c's. "The pressure to streamline is counter productive for the purpose of diagnostic assessment," he says, pointing to the need for more feedback time, more detailed and better differentiated dimensions, and a clear diagnosis of strengths and weaknesses as important end-products from diagnostic centers. These factors make the assessors work hard! George feels we can "provide assessors with better support materials," but stops short of endorsing fully automated assessment systems where assessors complete checklists of behaviors which are precoded to dimensions and computer analyzed for overall scores. "I am an agnostic on this." **George Thornton** thinks that fully automated systems may be more acceptable for selection a/c's, but do not provide the extensive information needed as a product from developmental a/c's. Techniques which George suggests to aid the assessor work load focus primarily on ways to focus and expedite the consensus discussion, including providing assessors with a behavioral checklist for each dimension to prompt their thinking and using "mock," outlined reports so that all aspects of each dimension are reviewed.

Several greenfield manufacturing plants have used a/c technology as the prime vehicle for selecting employees. Increasingly, existing plants are installing work simulations into their selection process. The real twist in these settings for an I/O practitioner is the fact that traditional empirical job analyses

are not what is needed! You can't interview incumbents in the jobs, because there are no incumbents or the 'new' jobs do not yet exist (*TB: the latter here is an especially neat trick*). George said that these 'new' job analyses are "kind of like Ben Schneider's idea of strategic job analysis," in which you identify dimensions which are important for the job in the future [Schneider, B. & Konz, A.M. (1989). Strategic job analysis. *Human Resource Management*, 28 (1), 51-63].

George believes a/c's for non supervisory positions are also unique in that they assess "generic skills not related to just one single job." These dimensions seem to fall into three areas: Cognitive behaviors such as reasoning; Motivational behaviors such as the willingness to seek improvement; and Interpersonal behaviors such as listening and oral communication needed for work in teams.

Change Foreseen in the Public Sector

Practice Network contacted **Dennis Joiner** to discuss a provocative testing issue. Dennis feels "... the burden of implementing social policy (*TB: such as affirmative action*) has been lifted from the test developer and put into the policy maker's hand." In the public sector, test developers have struggled for 15 years to rid employment tests of discriminatory impact. Dennis sees a shift in the burden of promoting worthy social policy from the test developer, who is caught between the rock of reducing adverse impact and the hard place of maintaining test validity, to the makers of public policy. This shift is based in part on accepting the fact that racial groups often differ on standardized employment test performance. A fruitless search for differential validity and sacrificing test utility for scoring fairness also add momentum to this shift in responsibility. Dennis says that employment tests "... reveal group differences, but do not cause these differences." In most public jurisdictions affirmative action is an important social goal, but it is being separated from the development of tests.

This situation has two distinct implications for I/O psychologists: (1) it emphasizes the importance of developing the most valid testing instruments possible, and (2) it stresses the need to identify ways for the organization to enhance the attainment of affirmative action goals. What is needed, **Dennis Joiner** feels, are mechanisms to achieve maximum test utility without imposing discriminatory impact. Dennis sees three mechanisms at use in the public sector. Open Lists—Nullifies test utility by identifying only passing scorers. Uses random selection to select from these persons; Score Banding—Variation on the 'top down, within group' method. May not effectively implement social policy if minority candidates don't rank in upper bands; and Top Down Within Group—Maximizes test utility and social policy at the same time. Dennis identified two actions many testing professionals have pursued to avoid adverse impact. The first is an item by item examination of

adverse impact. You discard the items which indicate discrimination. This action often results in lower test validity. The second action is the replacement of written tests with oral interviews. This step also usually leads to lower validity coefficients.

The issue of test *use* (versus test development) is now in the public policy area. It's most obvious test case is the GATB. The role of I/O psychologists is to deliver the most valid product to market, and advise and counsel it's wise and anti-discriminatory use.

Dime a Dozen

Robert Silzer sees a need for a "self educating" practitioner in the field of OD. He feels you should be on a "career long learning path" to be an effective consultant. Rob has seen more than his share of consultants with strong facilitative skills who lack a content-based, theoretical framework from which to guide an organization through redevelopment. While there needs to be more field research to guide us during our work as internal or external consultants, Rob believes that we can perform effectively if we have broad background in organizational psychology, social psychology, and learning theory. **Rob Silzer** cautions us from falling into the trap of two important ethical issues: (1) building or forcing a dependency of the organization on our skills and advice (i.e., "over suggesting our involvement") and (2) not being able to admit to what we don't know and hesitating to refer out to more experienced colleagues. Rob and **Dick Jeanneret** have talked for years about the need to develop a set of well communicated values or standards for practitioners. Licensure is a part of these standards. "We need to clean up our act a bit," he says, and can take a step forward by having a solid framework on which to build an organizational change process and following up with solid, criterion-based, success information. If you feel Rob is speaking to you, he has this advice to offer—read the major journals in our field (Personnel Psychology, JAP, TIP and the Annual Review), attend SIOP conferences, take time to review relevant literature before your next project, and start reading about group social psychology and learning theory. "What you learn in graduate school will carry you for a few years," he says. "Don't get frozen into the literature you knew at the time, get on a professional learning path."

Clinical With a Small "c"

Rodney Lowman sees a resurgence of personality theory as it applies to working adults. He actively researches and practices in the Inter-Domain (Interest-Ability-Personality) model of career and work assessment. Rod also finds many parallels between assessment of individuals and organization-wide interventions. "Every I/O practitioner doesn't need to be a clinician, but using clinical models to think about problems experienced by an organization can be extremely valuable." Rod has concerns that many graduate programs are too

narrowly focused, "...elegant in a very narrow band. . ." As a field, he feels, we seem to be making progressively more complex quantitative statements in increasingly narrow areas, good for research, perhaps, but not necessarily for practice.

Rodney Lowman told *Practice Network* that to train effective I/O consultants we need better taxonomies of problems which occur in organizational systems, the capacity to identify these problems in practice, and to match problems with relevant interventions. Basing organizational interventions on strategies and actions instead of understanding root causes is like putting the proverbial cart before the horse. Organization change should be attempted only after a thorough understanding of the experience and dynamics of the total system, he says.

Improving clinical skills is not an easy process for most I/O practitioners, especially if they were never learned in the first place. **Rodney Lowman** suggests local case conferences with relevant peers who can assist one another by intensive case analysis, whether of individuals or organizations; workshops can also help. Our graduate programs, however, have the most to do in improving the consultation skills of their model product, psychology practitioners. Most I/O graduate students end up learning too much on the job, and too often, not well.

Integrity Testing Update

David Arnold called to update *Practice Network* about Oregon's legislative initiative on personnel testing. He characterized the bills considered in OR, NY, and elsewhere as "...best viewed as attacks on the general field of personnel testing—not exclusively integrity testing." The Oregon and New York bills have died in committee. Prior to the demise of the Oregon bill, legislators considered restrictions requiring employers to file and pay for the review of test validity information, precluded interpretation of test information by anyone not licensed by the state of OR (out of state consultants beware), and restricted the distribution of test information to any third party (including hiring authorities). Each of these restrictions was modified before the OR bill died, but they serve as grim signposts for the future. The common denominator is protection of privacy. (Ed: See the feature by David Arnold elsewhere in this issue of TIP).

David Arnold says that legislative attempts do not focus on integrity tests, but on the whole field of employment testing. In Oregon, tests were ultimately defined as any "written or computerized test used to measure behavioral, motivational, emotional or personality characteristics for employment selection or promotion purposes to predict an employee's or prospective employee's actions or behavior patterns." He writes that:

"In sum, given the recent judicial and legislative interest in privacy, as well as public policy issues such as accuracy and discrimination,

initiatives such as SB 792 (*TB: the defeated OR bill*) are unlikely to be isolated incidents. . . This is particularly true at the state level where legislative initiatives may move quickly without gaining much attention or notoriety.... Without diligent monitoring and educational attempts...the practice of psychology in employment setting will be guided more by statutory mandate than by professional judgement."

Wanted Dead or Alive

You are reading **TIP** late at night after a long day at work. You are thinking about an exciting project you have going at work, but no one else seems to care. Fido, your trusted canine, just can't give you the type of support you need right now. Sometimes, you are not sure if you or your work is dead or alive! Call *Practice Network*! Share your ideas and work in progress! I am always available to speak with you at (303) 530-8143, FAX (303) 530-8422. **Thomas G. Baker**, Micro Motion, Inc., Boulder, Colorado.

PROFESSIONAL LIABILITY INSURANCE AND THE I/O PRACTITIONER

John R. Murray, III

Past Chair, American Psychological Association Insurance Trust

The APA Science Directorate and the APA Insurance Trust (APAIT) are pleased to announce the availability of a new Professional Liability Policy designed to meet the needs of APA members engaged in the practice of Industrial/Organizational Psychology.

Over my nine year tenure on the APA Insurance Trust, providing low cost but comprehensive coverage for I/O Psychologists has been a continuing interest. Last year, a policy was created for coverage of the professional practice of individuals engaged in Research and Academic Practice. As part of the development for that policy, I was able to ensure that almost every aspect of the regular practices of Industrial/Organizational Psychologists was covered. Specifically, the policy covers:

- * the design, development and evaluation of psychological tests, instruments and products
- * publication and reporting of research
- * teaching and academic advising
- * non-clinical supervision of students, interns and/or employees
- * services as an expert witness
- * professional and non-clinical consulting
- * services as a member of a tenure, accreditation or ethics committee.

The only aspect of I/O Practice not included, is providing *direct* service in

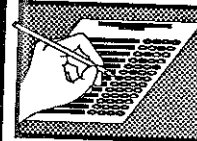
testing and evaluating individuals e.g., screening of police officers. Since this aspect of practice can result in a significant number of charges involving wrongful evaluation, it is more appropriately covered by the currently available APAIT's Psychologists Professional Liability Policy that is geared toward clinical practice.

Most Division 14 members will find this new program covers their total risk exposure at a very competitive price, with premium rates at \$103 for \$1 million per claim/\$1 million aggregate coverage per year for an individual member. Higher and lower liability limits are available at commensurate rates. In addition to this comprehensive coverage, members who purchase the policy have access to the full range of risk management and member insurance services provided by the APA Insurance Trust.

If you would like more information on the Research/Academic Professional Liability Insurance Program or an application, contact the APAIT office at 888 Seventeenth Street, N.W., Suite 1075, Washington, DC 20006 or call (202) 955-7780.

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Wayne State University's College of Urban, Labor, and Metropolitan Affairs (CULMA) seeks a nationally recognized scholar in the field of industrial relations/human resources for an appointment at the senior rank. Candidates should have a distinguished record of research and scholarship and an interest in participating with colleagues in interdisciplinary or multidisciplinary analyses of workplace issues.

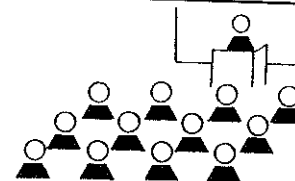
Faculty from all disciplines and fields of study are encouraged to apply. Anticipated areas of expertise include but are not limited to collective bargaining, human resource management, labor market analysis, employment law, dispute resolution, comparative and international industrial relations, labor law and public policy, and the social, political, and organizational behavior of the union-management relationship.

Salary will be competitive and commensurate with qualifications. The position is now open and will be filled no later than September, 1992. Formal review of applications shall begin on November 1, 1991 and continue until filled. Applicants should send a letter of interest, vita, and names and addresses of three references to:

Search Committee
c/o Professor Joseph B. Stulberg
Director, MAIR Program
CULMA
1262 Faculty Administration Building
Wayne State University
Detroit, MI 48202

Wayne State University is an affirmative action, equal opportunity employer.

Meetings



Upcoming Conferences and Meetings

This list was prepared by Ilene Gast for SIOP's External Affairs Committee. As of this issue of **TIP**, Julie Rheinstein will be taking over the preparation of this listing. If you would like to submit additional entries please write Julie Rheinstein at Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E. Street, NW, Washington, DC 20415, or call (202) 606-0388, or FAX entries to (202) 606-1399.

1991

- October 6-10 International Personnel Management Association. International Training Conference and Exposition. Philadelphia, PA Contact: IPMA, (703) 549-7100.
- November 29-Dec.1 Association of Outplacement Consulting Firms: Globalization of the Workforce...and its Impact on the Outplacement Industry. Zurich, Switzerland, Contact: Jeanne O'Donnel, AOCF, 364 Parsippany Road, Parsippany, NJ 07054.
- May 17-19 Research/Study Team on Nonviolent Change. George Williams College, near Chicago, IL. Contact: Jeanne Gourguechon (312) 893-1600, ext. 7409, or FAX (312) 893-1648.
- May 19-22 22nd Information Exchange: What is New in OD and Human Resource Development. George Williams College, near Chicago, IL. Contact: Jeanne Gourguechon (312) 893-1600, ext. 7409, or FAX (312) 893-1648.

1992

- May 19-22 The 20th International Congress on the Assessment Center Method, Williamsburg Conference Center and Lodge, Colonial Williamsburg, Virginia, For registration and additional information, contact: Cathy Nelson, Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15017; (412) 257-0600.
- July 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@bleukull.earn.

1994

July 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.

SIOP, APS and APAGS: Student Memberships

Wayne Camara, APA Science Directorate

Graduate and undergraduate students, in psychology and all other related programs are eligible for student affiliate status in the Society for Industrial and Organizational Psychology (SIOP). A student affiliate application is printed in **TIP** twice each year. Students should complete the application form, obtain the signature of their faculty advisor (which is used to certify student status at a college or university), and enclose a check for \$10.00 made payable to SIOP. The \$10.00 dues for student affiliates is used to offset costs associated with receiving four issues of **TIP**.

Student affiliate status entitles individuals to **TIP**, discounts to the SIOP Conference, workshops, and publications. In addition, student affiliates receive many regular mailings to all SIOP members. For example, students may purchase the new *SIOP Membership Directory* at a discount.

Each fall student affiliates will receive an annual dues statement for the next calendar year. At that time, students are asked to again obtain the signature of their faculty advisor. Today, the Society has nearly 650 student affiliates, a membership category that is growing steadily in SIOP. Please return completed applications to:

SIOP Administrative Office
657 East Golf Road, Suite 309
Arlington Heights, IL 60005

Unlike SIOP member or associate member categories, SIOP student affiliates are not required to be members of either APA or APS. However, each national psychological organization has student affiliate membership categories. Following is some information on membership in each organization.

American Psychological Association of Graduate Students (information provided by Roger Moore, Secretary-elect of APAGS):

The American Psychological Association of Graduate Students (APAGS) is seeking to increase the level of active involvement of its constituency from the Industrial/Organizational community. The Executive Board of APAGS is acutely aware of the importance of attracting students reflecting a diversity of areas of psychology among its members and board members. APAGS has begun an active recruitment effort to try to increase the diversity of representation in APAGS activities.

APAGS is the officially recognized and sanctioned organization representing the interests over 18,000 student members of APA. Members are eligible for student travel awards and dissertation research awards administered by the Science Directorate annually to 100 students each. If APAGS is to appropriately represent the diverse needs of students, the make up of boards and committees must accurately reflect this diversity. The executive board would like to encourage Industrial/Organizational co-peers to become involved. Graduate students who join APA automatically become members of APAGS. If you are not a member, join today. If you are interested in becoming a campus representative for APAGS contact Craig Shealy at 600 Dekalb St., Apt H-3, Auburn, AL 36830. Annual APAGS dues are \$25.00 and include a subscription to the *APA Monitor* and *American Psychology*. For an application or more information contact:

American Psychological Association
Graduate Student Membership Office
1400 North Uhle St.
Arlington, VA 22201

American Psychological Society Student Affiliates (information provided by Lee Herring, APS Director of Communications).

The American Psychological Society has over 4,200 student affiliate members who receive all the benefits of full members of APS, including subscriptions to the *APS Observer* and *Psychological Science*. Student affiliates receive discounts on the convention registration, discounts on other APS Publications and all regular mailings of the Society. The student membership of APS has a dynamic and growing influence within the Society and is represented by an eight-member student caucus executive council. The *Observer* contains a regular feature, "Student Notebook," that addresses current issues and initiatives of the APSSC. APS also has developed a low-rate professional liability insurance policy for students.

APS also offers numerous student travel awards for students presenting research at the annual convention, and initiated its first dissertation research awards this past spring. The annual convention program includes many special sessions devoted to issues of concern to graduate and undergraduate students

in psychology. Industrial-Organizational students are encouraged to become active within APSSC.

APS student affiliate membership dues are \$10.00. Membership information or applications can be obtained by writing to:

American Psychological Society
Membership Office
1511 K Street
Suite 345
Washington, DC 20005

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).

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Year you expect degree _____

Check the area of specification:

_____ I/O Psychology _____ General Psychology
_____ Organizational Behavior _____ Business
_____ Psychometrics _____ Other, specify:
_____ Social Psychology

Advisor: _____ Advisor's signature: _____

- Student Affiliate Annual Dues are \$10.00 and include a subscription to the *Industrial-Organizational Psychologist (TIP)* and all other SIOP mailings
- Please enclose a check or money order payable in U.S. currency to: SIOP
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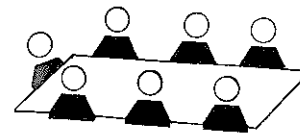
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Committees

An Invitation for You to Rule!

Allen I. Kraut

All SIOP members are encouraged to take part in the Society's Affairs by involvement in one or another committee. Appointments to committees usually start with a member expressing interest in serving, through a self-nomination!

The Committee on Committees is now accepting self-nominations for membership on 1992-1993 committees of the Society for Industrial and Organizational Psychology. Members, Associates, and Fellows of the Society who are interested in active involvement in the Society's activities are encouraged to volunteer for committee service. The Society would especially like to foster such service by women and minorities.

A list of SIOP standing committees is provided on the Self-Nomination Form that appears following this notice. Appointments to standing Society committees are typically made for a one-year period, with a three-year maximum service period on most committees. Reappointment is common, but is *not* automatic. Thus, those interested in continuing present service should complete and return the Self-Nomination Form each year as well as new volunteers and individuals wishing to change committees.

Committee assignments are on April-April basis, and will be made in the early spring of 1992. Thus, the Self-Nomination form of 1992-1993 is published twice, once in the July TIP issue and again in the October issue. The deadline for receipt of this form is January 15, 1992. Individuals interested in serving on a Society committee for the April 1992-April 1993 period should complete the Self-Nomination Form, or a copy of it, and send it to Allen I. Kraut. The mailing address appears on the Self-Nominations Form. We hope that you will consider volunteering your efforts to the Society in some capacity.

Self-Nomination Form

Standing Committees, 1992-1993

Society for

Industrial and Organizational Psychology

Deadline: January 15, 1992

If you are interested in serving on a standing committee of the Society for the 1992-1993 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: _____

Last

First

Middle

Mailing Address: _____

Phone Number: Area Code (____) _____

Job Title: _____

Educational Data:

Highest earned degree: _____ Year granted: _____

Educational Institution: _____

Society Status:

☐ Associate ☐ Member ☐ Fellow

Committee 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.

- | | |
|--|--|
| <input type="checkbox"/> Awards | <input type="checkbox"/> Membership |
| <input type="checkbox"/> Committee on Committees | <input type="checkbox"/> Professional Affairs |
| <input type="checkbox"/> Continuing Education and Workshop | <input type="checkbox"/> Program (APA meeting) |
| <input type="checkbox"/> Education and Training | <input type="checkbox"/> Program (SIOP Conference) |
| <input type="checkbox"/> External Affairs | <input type="checkbox"/> Scientific Affairs |
| <input type="checkbox"/> Fellowship (Fellows only) | <input type="checkbox"/> State Affairs |
| | <input type="checkbox"/> TIP Newsletter |

Prior Society Service:

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

Prior APA Service:

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

Special Interests and/or Qualifications:

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

References:

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

Name	Address
_____	_____
Name	Address
_____	_____

Your Signature: _____

Date: _____

Please mail the completed form (or a copy of it) by January 15, 1992, to:

Allen I. Kraut
Committee on Committees
Society for Industrial and Organizational Psychology
Department of Management
C.U.N.Y.
6 Preston Street
Rye, NY 10580

Long Range Planning Committee Report

Susan E. Jackson, Chair

The Long Range Planning Committee (LRP) is composed of the elected Members-at-Large (**Jim Farr**, **Mike Campion**, and **Susan Jackson**), and Past-President (**Frank Landy**) and the President-Elect (**Wayne Cascio**). In general, it has responsibility for reviewing issues related to SIOP activities and making policy recommendations. This year, LRP is working on several different tasks. These are briefly described below. For each task, the name of the Member-at-Large who is coordinating our committee's discussion is indicated.

In making our recommendations, LRP seeks to represent the views of all SIOP members. Therefore, we encourage you to contact us if you have any comments or concerns related to the tasks we are currently working on. Also, if you feel there are additional issues that deserve our attention, please call me (212-998-7942) to discuss these.

Policy for Fee Waivers for Invited Guests at the SIOP Conference (Jackson)

Program committees and members preparing program proposals often wish to invite speakers to make presentations at our conferences. APA has its own policy governing this issue for the APA convention. Currently there is no clear policy for the SIOP Conference, however. Therefore, LRP was asked to formulate a policy to direct the Program Chair for the SIOP Conference. We expect to have resolved this issue by the time this issue of TIP is published.

Masters degree programs/students (Farr)

Jim Farr has been working on the issue of SIOP's involvement with masters level programs and degree holders. Currently, we are considering the pro's and con's of conducting a special survey to collect systematic data from masters level I/O psychologists.

Sunset Reviews

The activities of every SIOP committee are evaluated by LRP on a regular schedule. This year, three committees are being reviewed. Our reviews address two questions. We consider whether or not the activities of a committee justify its continued existence and we consider whether changes are needed in either the mission or procedures used by the committee. The committees we are reviewing this year are the Frontiers Series Committee (**Farr**), the Professional Practice Series Committee (**Farr**), and the SIOP Conference Committee (**Campion**).

Administrative Office Evaluation (Campion)

It has been approximately two years since the Administrative Office for SIOP was moved from its previous location at the University of Maryland to its current location. Now that we have a base of experience to use for making

decisions about how we can utilize the administrative office, LRP has been asked to conduct an evaluation of both what is being done by the office and what could be done. Mike Campion is working with **Bill Macey**, who oversees the Administrative Office, and all Committee Chairs on this project. The objectives are to determine which activities (if any) should be shifted to the administrative office, to assess the implications for Macey's staff of such shifting of responsibilities, and to estimate the costs (or savings) to SIOP.

APS Liaisons/Representatives (Jackson)

To qualify for SIOP membership, a person must be a member of either APA or APS. As APS matured, a growing number of SIOP members have selected APS membership over APA membership. For historical reasons, there has always been a formal linkage between SIOP and APA. However, currently SIOP has no formal linkage to APS. Instead, we currently rely on informal mechanisms for monitoring APS activities relevant to SIOP members. In order to insure that the needs of APS/SIOP members are served, LRP is exploring ways to establish a more formal relationship between APS and SIOP.

As you can see, LRP is having a busy year. If you would like to help us by offering your views, please write or call us.

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The International Test Commission

Barbara B. Ellis

External Affairs, International Affairs Subcommittee

One of the goals of the International Affairs Subcommittee is to inform SIOP's membership about international issues, events, and organizations. With more and more research and business being carried out across national boundaries, you may want to note that there is an organization devoted entirely to the topic of international testing.

The International Test Commission (ITC) is a body of national psychological societies, test commissions, test publishers, and others involved in testing. The inspiration for the ITC came from the Swiss professor, Dr. Cardinet, in the late 1960's. With representation from 15 countries, the ITC was formally established in 1974 in Montreal. The ITC's constitution is based on a document entitled, "Recommendations Concerning the Construction, Distribution, and Use of Psychological Tests," and the primary objective of the ITC is to assist in the exchange of testing information among members and affiliate organizations.

Unlike many other professional societies in which membership is conferred on an individual basis, ITC's members act as representatives at larger organizations. There are two membership categories: *full* and *affiliate*. A full member is a representative of a national commission, a national psychological society, or other national body, which is recognized by the psychological association(s) in a country and is working toward the goals of advancing and maintaining standards of psychological tests and the protection of the public against unethical or unscientific testing practices. The ITC currently consists of 13 full members.

An affiliate member is a representative of other organizations with testing interests such as test publishers, government agencies, university departments involved in psychometric work, hospitals, etc. At present, there are 14 affiliate members of the ITC.

The ITC has undertaken a number of projects over the years. These include (1) cross-national adaptation and use of tests; (2) abuse of test copyrights; (3) a survey of test legislation; and (4) a collection of ethical and technical standards developed by various professional societies. In addition, the ITC routinely organizes symposia on issues related to testing at international psychology meetings. For example, last summer at the International Congress of Applied Psychology in Kyoto, the ITC presented a symposium entitled, "Test Translations for Cross-Cultural Studies." Six speakers from Japan, the United States, the Netherlands, and Canada addressed technical and methodological issues related to cross-cultural test adaptations, such as the use of item response theory in evaluating translated tests, specific problems related to

the preparation of personality tests and interest inventories, and the question of how culture-free tests should be.

As the official publication of the ITC, the *Bulletin of the International Test Commission* (*Bulletin de la Commission Internationale des Tests*) is published biannually. Articles related to testing are published in English and French. This publication is provided to all full and affiliate members and is available to individuals. The April, 1991 edition of the *Bulletin* is devoted to the topic of translations in cross-cultural research, and consists of a set of six papers based on the Kyoto symposium.

In addition, the ITC is responsible for a book entitled *Advances in Educational and Psychological Testing: Theory and Applications*, edited by Ronald K. Hambleton and Jac N. Zaal (1990, Kluwer Academic Publishers). A collection of 14 articles by internationally-known researchers, this book covers the most recent advances in psychometrics and testing in applied settings.

If you are interested in further information regarding the International Test Commission, membership, subscription to the *Bulletin*, or the submission of manuscripts to the *Bulletin*, please contact the following individuals:

For general information about the ITC, current projects, membership, etc. contact:

Professor Ronald K. Hambleton, President of the ITC
University of Massachusetts
152 Hills South
Amherst, MA 01003
USA

For information about membership or subscription to the ITC Bulletin contact:

Mr. John Toplis
ITC Secretary-Treasurer
c/o The Post Office Headquarters
Freeling House
23 Glasshill Street
London SE1 0BQ
ENGLAND

For submission of manuscripts to the ITC Bulletin contact:

Professor Douglas Jackson OR
University of Western Ontario
Department of Psychology
London, Ontario, N6A 5C2
CANADA

Dr. J. Schlegel
55 Alle de la Robertsau
6700 Strasbourg
FRANCE

Committee Update

Margaret Wagner

The purpose of this article is to provide **TIP** readers with an overview of committee activities. Unfortunately, the most popular activity at the time this edition of **TIP** went to press last August was summer vacation. My apologies to the committee members and chairs I was unable to reach. A review of some of the SIOP committees follows.

A few of the activities of the Long Range Planning Committee, chaired by Susan Jackson, include reviewing the function of several committees, as part of the sunset provision of our bylaws; exploring ways for SIOP to establish a formal linkage with APS; and considering a policy for fee waivers for invited guests at the SIOP conference. A complete committee report appears in another section of this issue of **TIP**.

The Membership Committee, chaired by Marcia Andberg, continues to review applications for membership; update SIOP membership status in APA and/or APS; and has drafted recommendations for joint membership in SIOP and CPA's (Canadian Psychological Association) I/O Section.

Angelo DeNisi, chair of the Fellowship Committee, is currently reviewing nominations for Fellow status along with committee members Wally Borman, Virginia Schein, and John Wanous. Please contact Angelo or one of the committee members with your nominations.

Val Markos, chair of State Affairs, is conducting a survey of state boards to update information on licensing requirements and changes in laws, rules, and regulations surrounding licensure. A full report is included elsewhere in this issue of **TIP**.

Paul Sackett, Scientific Affairs chair, reports that this committee devoted the first part of the year to reviewing its mission and as a result, has expanded its role from being reactive to more proactive. Part of this shift includes responding to the needs of active SIOP researchers.

Doug Bray, editor of the *Practice Series*, reports that the first volume, "Working with Organizations and Their People," has been out since April; the second volume, "Working through Diversity," edited by Susan Jackson, was sent to the publisher in August. The third volume is to be edited by Abe Korman, and will focus on employee problems.

Georgia Chao reports that the Continuing Education and Training committee, which she co-chairs with Craig Williams, has identified 12 workshops for the SIOP mid-year conference in Montreal.

With regard to upcoming conferences, Lynn Offerman, APA Program chair, reports that instructions for submissions and information about APA can be found in this issue of **TIP**. Lynn encourages everyone to attend the 1992 centennial conference!

STATE AFFAIRS

Val Markos, Chair

State legislators continue their attempts to control aspects of our profession. Earlier this year the Oregon legislature debated a bill requiring a licensed psychologist to interpret any employment test measuring "behavioral, motivational, emotional or personality characteristics." The bill passed in the senate but has reportedly died in the house. Although the bill's primary impetus was concern over integrity testing, it's description of employment tests went well beyond that narrow category. **Jay Thomas** and **David Arnold** of the State Affairs Committee attended hearings and educated legislators to the extent possible during the legislative process.

Then, in New York, the State Attorney General introduced legislation to ban integrity tests from the state. The Attorney General's position was taken prior to APA's task force report on integrity testing but it does not appear as though the positive findings of the task force will have much influence on the Attorney General. APA is actively working to educate legislators in New York on the issues surrounding integrity testings. If you are a concerned psychologist in New York I would urge you to become involved. **Wayne Camara** at APA is a very helpful contact on such matters.

Although Oregon is not a hotbed of I/O psychology and New York's bill is aimed at an arguably small aspect of our profession, these are both indications of a growing trend within the states to regulate our practice. Often there are incidents or concerns relating to very specific and small aspects of our profession that are at the root of such efforts. But, the resulting legislation can be much broader and potentially damaging to the profession and those who benefit from it.

I encourage all who are concerned about such issues to stay abreast of what is happening in their state. State psychological associations and state boards of psychology are generally well aware of pending legislation and regulatory efforts. While we in the State Affairs Committee try and stay abreast of the happenings in the states, we find that an interested psychologist within a state can be effective in monitoring and influencing state regulatory efforts.

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- 2) applied in nature, and
- 3) written in a style suitable for both academic and practitioner audiences.

Manuscripts should generally follow A.P.A. style and be sent in triplicate. The annual subscription rate for individuals is \$40.00. Manuscripts, requests for information, and subscription requests should be sent to the editor: **Dr. Michael G. Aamodt, Department of Psychology, Radford University, Radford, VA 24142, (703) 831-5513.**

Call for Papers in Entrepreneurship and Public Policy **\$1,000 PRIZES**

The National Federation of Independent Businesses is supporting the Association of Private Enterprise Education's competition for papers expanding our understanding of entrepreneurship with an emphasis on its implications for public policy. A \$1,000 prize will be awarded to the two papers which the editorial board of the *Journal of Private Enterprise* judges best address this issue. The papers will be presented at APEE's annual meeting April 12-14, 1992 in Hartford, Connecticut and published in Volume 8 of the *Journal of Private Enterprise*.

The competition seeks to encourage scholarship regarding the broader issues of entrepreneurship as distinguished from case studies or detailed quantitative investigations. Submissions should not exceed 6,000 words. Awards will be announced in January, 1992. November 15, 1991 is the deadline for entries. Entries should be addressed to: **Gerald Gunderson, Shelby Cullom Davis Professor, Editor, Journal of Private Enterprise, Trinity College, 300 Summit Street, Hartford, CT 06106, (203) 297-2395, 297-2562.**

**Call for Nominations for the Editor of
Journal of Experimental Psychology
*Human Perception and Performance***

The Publications and Communications (P & C) Board of the American Psychological Association has opened nominations for the editorship of the *Journal of Experimental Psychology Human Perception and Performance*. Candidates must be members of APA and should be available to start receiving manuscripts early in 1993 to prepare for issues published in 1994. Please note that the P & C Board encourages more participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. To nominate candidates, prepare a statement of one page or less in support of each candidate. Please send your nominations to the chair of the search committee: **Howard Egeth, Department of Psychology, Johns Hopkins University, Baltimore, MD 21218.**

First review of nominations will begin January 15, 1992.

The other search committee members are: Dr. Lynn A. Cooper, Dr. Robert G. Crowder, and Dr. David E. Meyer.

**Call for Nominations for the Editor of
*Psychology, Public Policy, and Law***

The Publications and Communications (P & C) Board of the American Psychological Association has opened nominations for the editorship of the *Psychology, Public Policy, and Law*, a new journal in development by APA. The journal will include articles that integrate and critically evaluate existing areas of research and original large-scale empirical research with significant public policy and legal implications.

Candidates must be members of APA and should be available to start receiving manuscripts in the late spring of 1992. Please note that the P & C Board encourages more participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. To nominate candidates, prepare a statement of one page or less in support of each candidate. Please send your nominations to the chair of the search committee: **Howard Egeth, Department of Psychology, Johns Hopkins University, Baltimore, MD 21218.**

First review of nominations will begin December 15, 1991.

The other search committee members are: Dr. Shari S. Diamond, Dr. J. Thomas Grisso, and Dr. Felice J. Levine.

SIOP Program at APA Convention A Big Success

**Katherine J. Klein
University of Maryland, College Park**

SIOP's program at the APA Convention in San Francisco this past August was a big hit. Contrary to rumors regarding the demise of SIOP's program at the APA Convention, SIOP's San Francisco program was of high quality and extremely well-attended.

For example, audiences were large (indeed, standing room only) and very enthusiastic for the symposia on:

New Perspectives on Personality and Job Performance

(Walther Tornow, Harrison Gough, Douglas McKenna, Leaetta Hough, Ronald Page, Lyle Spencer, Robert Sharron, and Richard Arvey);

Women's Management Careers: Issues in Effectiveness, Advancement, and Derailment

(Cynthia Marsh, Susan Gebelein, Joy Hazucha, Katherine Holt, Jeffrey McHenry, Timothy Oleno, Hannah Olsen, and Donna Thompson)

Other very well-received sessions include symposia on:

Selecting for Customer Service

(Leaetta Hough, Paul Dyer, David Cohen, and Larry Fogli);

Recent Advances in Organization-Based Selection

(Victor Appel, Gerald Ledford, Barry Nathan, Thomas Cummings, Patrick Hauenstein, Paul Grubb, David Weckler, and Jennifer Chatman); and

Organizations 2000: Organizational Issues for the Future

(Christina Banks, Charles O'Reilly, Karlene Roberts, Jonathon Leonard, and Robert Cole).

So, the good news is that it still is rewarding to attend and speak at the APA Convention. The APA Convention offers a great opportunity for I/O psychologists to reach non-I/O psychologists (many, many of whom attended SIOP's sessions at the Convention) and for I/O psychologists to learn about psychological research outside of mainstream I/O. And there is a strong crowd of I/O psychologists who attend APA each year.

If the Convention in San Francisco was this good, next year's APA Convention (in Washington, D.C.) should be even better for 1992 is APA's Centennial Year and the general theme for the whole Convention (not just our division) is "Psychology and Work."

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Two Pounds of Cure are Worth More Than an Ounce of Prevention: A Reply to Hughes and Vinchur (1991)¹

Jose M. Cortina
Michigan State University

Past research (e.g., Vinchur, 1984; Hughes and Vinchur, 1991) has shown that a veritable cornucopia of empirical studies go unpublished because of that troublesome pest known as "attenuated N." This research has shown that attenuated N can lead to spuriously non-significant results and that, based on several variables, this attenuated N should be corrected. While Hughes and Vinchur (1991) make an excellent point, and while the formulae presented represent a good beginning, there are two ways in which this research can be improved.

First and lastmost, the formulae presented in Hughes and Vinchur (1991) are puerile in their simplicity. Also, they contain shamefully few Greek symbols, making their statistics far too easy to calculate. The present paper improves upon Hughes and Vinchur (1991) by using hopelessly complex equations full of archaic symbols that make them more like ink blots than, say, something useful.

Second and foremost, attenuated N is only the cause of the actual problem, which is, essentially, non-significant p-values. The present paper improves upon Hughes and Vinchur (1991) by striking at the very core of the problem; in this case, by actually correcting the malady of $p > .05$. When this approach is taken, there is no need to generate formulae for different situations. The statistic presented below, Cortina's Remedy for Attenuated P-values (CRAP), can be applied to any and all research environments. Thus, parsimony is achieved.

The formula for Cortina's P (CRAP) is as follows:

$$\text{Cortina's } p^2 = \frac{(p/\chi * E) + (p^2 * \eta^3)}{((1/\delta^2) - \phi\beta)/p} * \xi + .02$$

where $\chi = \alpha * \rho$; E = the date of your last shower; η = flight time from JFK to the 14th street bridge; δ = phone number for take-out pizza, ϕ = Rob Deer's batting average, β = the number of months before I get my thesis done, and $\xi = 0$.

¹ The author would like to thank no one for their help on and support of this study. Comments regarding this study will be laughed at and used as Kleenex. Requests for reprints will be burned. Neal Schmitt is, in fact, Dick Cheney.

² The derivations for the formula do not exist, and even if they did, I wouldn't give them to you.

The most serious limitation of the present study is that it is complete gibberish. It is absolutely and totally useless. If one is willing to accept this fact and live with it, then my point is still moot.

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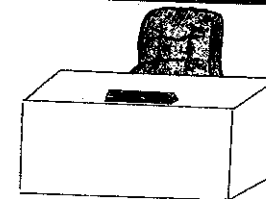
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