

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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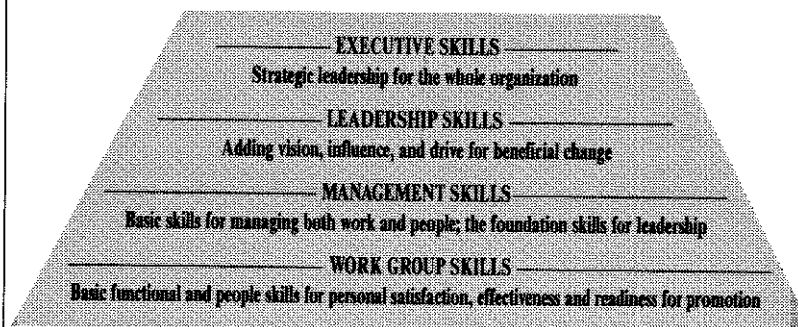
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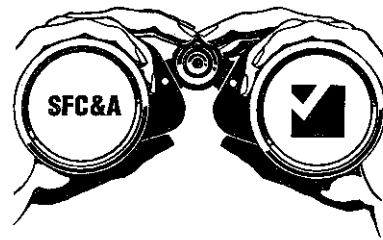
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A Message from Your President

The past few months have produced a flurry of activity in the legislative area, developments that are likely to have major impact on many of us involved in researching and implementing personnel selection systems. As most of you know, at the time of this writing, the U.S. Senate and House have finally voted to support the 1991 Civil Rights bill. The President is almost certain to sign it. No doubt, analysts will continue to debate for some time just who "won" or "lost" in the final version. However, regardless of your own interpretation of the merits of this legislation, it seems that one aspect of the Bill has fallen by the wayside. Despite efforts to produce a bill that would be clear in language and intent (and therefore mitigate against future expensive litigation), the choice of language finally found acceptable by the sponsors (Kennedy and Danforth) and the White House is still problematic to many observers. In the end we will have to continue to look to the courts for guidance as what is meant by "position," "job relatedness," a "functionally integrated [personnel] practice," or just what is or is not a "quota." It remains to be seen if the language of the ADA is really appropriate for civil rights legislation. Still, it was enough to impress the most cynical of us to see, even if only in a limited way, that Congress finally recognizes that it too should be governed by the law of the land when it comes to federal employment policy. The new law has provisions that finally allow federal employees to seek redress if they feel that their civil rights are infringed upon.

Speaking of the ADA, government Regulations relevant to this Act have been recently promulgated by the EEOC. As some of you know, a special task force had been set up by SIOP to provide written commentary on an earlier, draft version of these regulations. We (along with numerous professional, scientific, and trade organizations) did end up sending along several concerns and recommendations. This it was satisfying to see some changes in official version that could be attributed to our efforts. In particular, given that accommodation can only be offered when an candidate's needs are known, the regulations now call for a clear (but voluntary) request from candidates early on in the selection/screening process that adjustments are indeed desired. This is an improvement over the earlier version which allowed for post-event disclosure. Still, from all that I have read, it seems that the Act and the new Regulations grossly underestimate the complexities involved. For example, I predict that issues of accommodation in selection practices of those with mental and emotional disabilities will continue to challenge selection profes-

sionals (and the courts), especially as such disabilities are arguably relevant to job effectiveness in some contexts. Those involved in the selection of security and safety force personnel are particularly concerned with this as they have to balance fulfilling their obligations to protect their organization and its employees from unstable individuals who will be placed in positions of authority, while respecting the needs and the rights of applicants.

Perhaps not completely by coincidence (my "Zeitgeist" theory), a lawsuit brought against Dayton-Hudson (dba Target stores) by Soroka et al. alleging invasion of privacy is likely to make it to the California State Supreme Court in the near future. It somewhat depends on the reactions of a lower level court to the opinion rendered in an appeal brought by plaintiffs which successfully overturned a decision which was originally in favor of the company. The plaintiffs in this case, all applicants for a position as an unarmed security officer, argue that the company's use of a personality inventory in preemployment screening violates a state law guaranteeing individual's rights to privacy. (There were indeed questions asked regarding religious and sexual preferences). Because the proprietary inventory ("Psychscreen") appears to be based on the CPI and MMPI, it is no surprise that a large number of stakeholders (including SIOP) exist and are watching this case with interest. There is some evidence that the State Supreme Court might combine this with another case or two in order to establish a stronger precedent for this relatively new law. Once again, I think that we are going to see another scientific/legal balancing act where the rights of the individual and those of society (e.g., the customers of the company) may have to be traded-off in the face of prevailing models of scientific personnel selection. Many of us (as individuals, but most certainly as professionals) will be affected by the outcome as this could set a strong precedent as to just what is still legally permissible in the way of pre-employment questions.

Meanwhile, back in Washington, Senator Gore has introduced a bill (currently referred back to the Committee on Governmental Affairs) called the "Security Officer Employment Standards Act of 1991" that actually has the MMPI ("or other similar test approved by the Administrator" written into the legislation as a selection/screening device! To paraphrase the words of Louis Carroll, thins are getting "curiouser and curiouser." Please stay tuned.

Let me add still one more note on the political/social forces affecting our profession. States affairs committee Chair Val Markos has recently brought to my attention the fact that an obscure Texas law has the potential to have a negative impact on our members. It seems that a few years ago the state passed legislation requiring that those in the business of providing career counseling service to individual clients (for a fee) must obtain a certificate of authority from the Texas Department of Licensing and Regulation. What is interesting is that in order to get what is essentially a permit to do this kind of work you do not have to demonstrate any particular training or credentials. But there are

fees and financial disclosure and bonding requirements involved. At a minimum these can be thought of as a burden. But it also can be worse than that. It turns out that contrary to the assumptions of the legislation watchers at the time (including the State Psychological Associations), Psychologists (whether they are licensed or not) are not exempt from this law. Now state investigators are starting to prosecute without warning, consultants and firms judged not to be in compliance and to recommend heavy fines. At least one SIOP member (and who is in fact licensed in Texas) is on the receiving end of such charges. But it seems unlikely that this will be an isolated case, given how broadly the domain of individual career counseling can be defined (what about feeding back assessment center results?). Thus I will be working with Val and APA to affect changes in the wording of the Act in order to insure that all Psychologists will be exempted. Given that the apparent intent behind the law is to protect consumers from fraudulent or deceptive trade practices, we will argue that the Psychologist's professional training and code of ethics are sufficient to provide such protection.

Finally, turning to matters more under our control, I do want to share my pleasure upon learning that the number of program submissions for our forthcoming conference in Montréal set a new record. I think that this is terrific! While there are certainly a number of potential explanations for this, all of them imply that we should have an exciting and high quality SIOP conference next year. So it is not too early to start planning to attend. Let me encourage all of you to do so.

SIOP Annual Conference Thoughts

Think Montreal:

Obviously, the spring conference will be here sooner than we can imagine. You will want to be a part of our Seventh Annual Conference at The Queen Elizabeth in Montreal, Quebec. Elsewhere in this issue you will find registration materials for BOTH the workshops (April 30) and the conference (May 1-3).

Every year the workshops are sold out. Montreal should continue that trend. The Workshop Committee has again organized an excellent set of workshops. Every year, the Program Committee presents an outstanding series of sessions. This year should establish even higher standards as there was a dramatic increase in submissions to the Program Committee.

COME TO MONTREAL. ENJOY THE CONFERENCE AND ENJOY THE CITY!

Start Thinking SAN FRANCISCO:

Yes, 1993 may seem too far away to begin planning but let me suggest otherwise. San Francisco, in 1993, is already shaping up to be another exciting

SIOP conference. Let me share only a couple of details to encourage you to start thinking about San Francisco.

- The dates of the conference have been shifted by one day so that we will be able to maintain our "traditional" meeting pattern of Thursday-Sunday. The correct dates are: April 29-May 2, 1993.
- The conference hotel, the San Francisco Marriott, is a very new hotel and offers truly outstanding facilities and accommodations.
- Those of you familiar with hotel room rates in San Francisco know that the city can be expensive. However, SIOP has been successful in negotiating very favorable room rates for the conference, plus the hotel has agreed to offer EARLY BIRD RATES that are even lower. To take advantage of early bird rates, reservations will need to be made by January 29, 1993. Those rates are \$116 for singles and \$132 for doubles. "Regular" rates will be \$136/152. We will keep you informed and provide registration materials early enough for you to take advantage of the lower rates. So, start thinking about San Francisco!

**Annual Conference '92
Montréal (Québec) Canada
April 30 - May 3, 1992**

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 rates in Boston.

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The deadline for all advance conference registration forms is a postmark of March 27, 1992. Please do not mail the conference registration form after March 27, 1992. (No advance conference registration will be processed if it is postmarked after the above date.)

If you do not meet the March 27, 1992 deadline, you may register at the conference. Note that we are unable to accept credit cards for advance or on-site registrations.

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_____ I will definitely attend.
 _____ I lean slightly towards attending.
 _____ I lean slightly towards NOT attending.
 _____ I will definitely NOT attend.

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Dr. Beth Martin
 Department of Psychology
 John Carroll University
 University Heights, OH 44118-4581

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April 28 - May 4, 1992

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**First Annual SIOP Road Race
Montreal
1992 SIOP Conference**



The Conference Committee would like to inaugurate a SIOP road race at the 1992 conference in Montreal if there is sufficient interest. The distance would be either 5K (3.1 miles) or 10K (6.2 miles) depending on the preference of the participants. It would be held in the morning at 7:30 or 8:00 am in a local park or running area. There would be a modest entrance fee to pay for T-shirts, race numbers awards, etc. There might be team competition in various categories (University, Consulting Company, etc.) as well as age group competition, mixed doubles competition, etc.

In order to decide if we should launch the program, we need some indication of the potential level of interest. If you would consider running in such a race, please complete the form below and send it to Frank Landy, who will act as race coordinator. Send it now while you are thinking of it. Thanks!

☐ I would probably run in a SIOP race.

☐ I would not run in a race but would be willing to help administer the race.

Name: _____

Address: _____

Daytime Phone: _____

Preferences: ☐ 5K ☐ 10K ☐ Either 5K or 10K, don't care which
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T-shirts: ☐ Yes ☐ No
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Update on the SIOP 1992 Conference: Montréal Here We Come

Katherine J. Klein, Program Chair

As of this writing, SIOP's 1992 program for the Montreal conference is taking shape...and a great shape it is. The SIOP Program Sub-Committee—**Paul Hanges, Gary Johns, Kurt Kraiger, Jeff McHenry, Barry Nathan, Judy Olian, Nancy Tippins** and I—just met to make programs and scheduling decisions for the conference. We are very excited about the program; it looks terrific.

We were blessed and cursed this year with a record number of submissions to the conference: 399, up 33% from last year. We were blessed insofar as many, many of the submissions to the conference were absolutely superb. The lower acceptance rate we were forced to use this year (48% of submissions) insures a particularly high-quality program for the Montreal conference.

But we were cursed, too...as we opened, sorted, and coded envelope after envelope, submission after submission; as we sent off extraordinarily thick packets of submissions to the extraordinarily dedicated 94 members of the SIOP Program Committee for review; and, most of all, as we faced the prospect of rejecting submissions to the conference that truly had great merit.

In a previous **TIP**, Mike Campion described how his SIOP Program Committee made decisions regarding which submissions to accept and which to reject. We used just the same process: Submissions were coded for content and then sent out to reviewers with expertise in the content area. Four reviewers rated each submission to the Conference and, in many cases, made comments on the submissions. We then averaged reviewers' ratings, ranked the submissions according to their average rating, and accepted only those submissions with the highest ratings.

The acceptance rate we chose was dictated in part by the quality of the submissions, but also by the number and size of the rooms available to us at the hotel in Montreal, the number of concurrent tracks we planned for the conference (eight), and the number of hours available to us for scheduling programs.

Scheduling the actual submissions across the SIOP program days and hours is truly a mind-boggling task. We tried hard to balance the content of the sessions, all the while making sure that we hadn't (we pray) scheduled the same person to be in two places at the same time. The schedule we've come up with (and noted in our acceptance letters) should be considered tentative, until you receive the official conference program.

Please note, however, that even if we need to revise the schedule somewhat, the third day of the conference—Sunday—is an important, integral day at the conference. Indeed, fully one-third of the conference programs

will take place on Sunday. We know that many people plan to fly home on Sunday and we've accordingly scheduled the program to end by 3 p.m. on Sunday. We do hope you'll stay at the conference until then. There are excellent presentations to attend throughout the Sunday program.

Putting the program together has been a stimulating, fun, and very big task. I thank all of you who submitted work to the conference, the 94 members of the Program Committee who reviewed submission after submission, and the members of the Program Sub-Committee (listed above) who were just a delight to work with: helpful, responsible, efficient, good-humored, and a lot of fun.

I also owe a huge debt of thanks to the members of the University of Maryland I/O community who have helped, and continue to help, through every stage of this process: **Bernard Bedon, Lori Bernan, Greg Bodsioch, Eric Braverman, Beth Chung, Jonathon Cox, Marcus Dickson, Efrat Elron, Harold Goldstein, Sarah Gunnarson, Keith Hamburg, Jennifer Holke, Jennifer Hoover, Jenny Ireland, Dana McDonald, T. McManus, Robert Michel, Kathryn Niles-Jolly, Katie Noonan, Scott Ralls, Ben Schneider, Jodi Schneider, and Ken Yusko.**

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Thursday, April 30, 1992
Queen Elizabeth Hotel
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WORKSHOPS

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- Section 10 PUTTING MALCOLM BALDRIGE QUALITY IMPROVEMENT CRITERIA TO WORK IN YOUR ORGANIZATION: THE ROLE FOR I-O PSYCHOLOGISTS—Nicholas F. Horney.
- Section 11 ADAPTING I/O PSYCHOLOGY TO THE 1990S: MEETING THE GLOBAL CHALLENGE—Donald D. Davis and Bernard M. Bass.
- Section 12 LEADERSHIP AND EMPOWERMENT—David E. Berlew and Robert J. House.

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First

MI

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(Organization)

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MEMBERSHIP STATUS: _____ SIOP Member/Fellow
(check one) _____ APA/APS/CPA Member/Fellow
_____ I/O Section of CPA
_____ Graduate Student

Member/Fellow of other APA Divisions (list) _____

WORKSHOP SELECTION: All workshops have been designed as half-day workshops. Based upon your choices, and on availability, you will be assigned to two half-day workshops. Please list five (5) choices in order of preference (1st Choice is highest preference, 5th Choice is lowest preference).

Section Number

Section Title

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

4th Choice: _____

5th Choice: _____

Fee includes: All registration materials, lunch, and social hour. Additional tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room. For planning purposes, please check one: _____ I plan to attend the social hour.

_____ I do not plan to attend the social hour.

Costs (U.S. dollars):

\$240— Members, Fellows, Student Affiliates of Society for Industrial and Organizational Psychology, Inc. (SIOP). (Division 14 of the American Psychological Association). Members of the Industrial and Organizational Psychology Section of the Canadian Psychological Association. Graduate students in good standing at Canadian and U.S. universities.

\$325— Members and Fellows of American Psychological Association (APA), American Psychological Society (APS), or Canadian Psychological Association (CPA).

\$380— Non-members/Fellows of SIOP, APA, APS or CPA.

- Registration is by mail on a first-come, first-serve basis. Please note that advance mail registration will close on **April 3, 1992**. All registrations received after that date will be processed as on-site registrations.
- Please make check or money order payable in U.S. currency to: SIOP Workshops.
- Mail form and registration fee to:
Jay C. Thomas
J. C. Thomas and Associates
4303 N.E. 34th Avenue
Portland, OR 97211
(503) 281-8060 (please make calls based on Pacific Time)
- Please forward a copy of your pre-conference workshop registration directly to the registrar even *if your organization is sending the check separately* (sometimes they don't send the form). Indicate on the copy of the form that your organization is paying. *Make sure your name is on the check* (sometimes organizations don't tell us who the registration money is for).

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

Workshop Schedule April 30, 1992

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

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Job analysis, meta-analysis, consortium, and individual company validation data will support the project's selection applications. PC-based software also will be developed to translate individual assessments into personalized developmental guidance reports. The consortium will build upon HRStrategies' *proven track record of success* in designing similar systems within a broad range of innovative organizations. Consortium participants will gain license to use the assessment and selection systems without continued costs.

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Vision and Practice in Human Resources Management

SECTION 1 (HALF DAY) EXECUTIVE ASSESSMENT

Robert F. Silzer
Personnel Decisions, Inc.

George P. Hollenbeck
Fidelity Investments

The cost of executive failure has never been higher. Whether bringing an executive into a position from inside the organization or from outside, the first step toward success is assessment of current strengths and development needs. This workshop will address the state of the art in assessing executives.

Rob and George will begin by discussing what is an executive and by providing an overall assessment framework. They will review and compare two widely used strategies in executive assessment, a clinical approach and a behavioral competency approach. The differences in users, providers, assessment tools, procedures, integration process, and output will be discussed. Key assessment issues and future directions will also be noted.

Rob and George will take opposing positions in what should be a lively point-counterpoint debate. Their objective is to review and summarize current executive assessment practices. The workshop might be informative to anyone interested in or currently providing executive assessments. It is not intended to train assessment judgment skills, although some examples may be used to elaborate certain points.

Rob Silzer is currently President of the New York office of Personnel Decisions, Inc. and is on the Board of Directors of PDRI. He has had over 15 years of experience as a PDI consultant and a Fieldcrest-Cannon corporate executive in the assessment and development of management and executive talent, and is a strong advocate of the practitioner-scientist model. Rob has taught graduate courses at New York University and the University of Minnesota.

George Hollenbeck is currently Vice President, Organizational Planning for Fidelity Investments, where he is responsible for developing and maintaining a process for executive development and continuity. Prior to joining Fidelity Investments, he was the Senior Director of Executive Education at the Graduate School of Business Administration, Harvard University. He has also had key positions at Merrill-Lynch and Psychological Corporation.
Coordinator: **Kenneth P. Carson**, Arizona State University

SECTION 2 (HALF DAY) EEO AND EMPLOYMENT LAW UPDATE

Lawrence Z. Lorber
Kelley Drye & Warren

EEO and employment law continue to evolve, with court rulings, legislative actions, and potential future legislative actions, such as the Civil Rights

Act. In addition, heightened awareness and discussion of sexual harassment continues in the workplace and in the courts.

In order for I/O psychologists to carry out their work, an understanding of these developments and their implications for research and practice is needed.

This workshop will cover the latest developments in EEO and employment law, a summary of recent cases, and potential future developments that may provide unique challenges for I/O psychologists. In addition, issues for organizations to consider in order to comply with current law will be discussed. Specific topics to be covered include:

- recent major court rulings that will affect professional practice,
- Civil Rights Act status,
- the Americans with Disabilities Act and its implications,
- legal developments in sexual harassment,
- upcoming Supreme Court cases and their potential outcomes,
- legal developments in other areas related to employment status, such as parental leave.

This workshop will be presented by a practicing attorney who has been significantly involved in these issues for over two decades. The workshop is intended for I/O psychologists who have at least a basic knowledge of EEO law.

Lawrence Z. Lorber is a partner with the law firm of Kelley Drye & Warren in Washington, D.C., specializing in labor law. Prior to entering private practice, his positions included that of Director of the Office of Contract Compliance Programs and Executive Assistant to the Solicitor of Labor, with responsibilities in areas such as labor legislation and equal employment. Mr. Lorber has been asked to testify on many occasions before Congressional committees, State legislative committees, and the U.S. Civil Rights Commission on issues such as affirmative action, comparable worth, employment testing, disability and equal employment. Mr. Lorber has been counsel to the Business Roundtable, a group of major U.S. companies, for the Civil Rights Act of 1991.

Coordinator: **Lise M. Saari**, The Boeing Company

SECTION 3 (HALF DAY)

A PROACTIVE APPROACH TO COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT OF 1990

C. Geoffrey Weirich

Gary L. Souter,

Paul, Hastings, Janofsky & Walker Scott & White Memorial Hospital

The Americans with Disabilities Act of 1990 ("ADA") prohibits discrimination against individuals with physical or mental disabilities. Title I of the ADA proscribes discrimination in employment effective July 26, 1992, and requires employers to make reasonable accommodations to the needs of indi-

viduals with disabilities so that they can perform essential job functions, unless such accommodation constitutes an undue hardship. Title III of the ADA, which became effective January, 26, 1992, requires public accommodations to make their goods and services accessible to the disabled, including the provision of auxiliary aids and services, the removal of architectural and communications barriers where readily achievable, and compliance with specified accessibility guidelines in both new construction and alterations to existing facilities.

This workshop, featuring an attorney and a human resources practitioner who are both very active in ADA compliance efforts, will provide an in-depth analysis of the ADA and its implications for assessment, job analysis, job design and candidate screening. The primary focus will be on how organizations can (1) optimize the effective utilization of the disabled sector of the labor market, and (2) modify their human resources practices to proactively comply with the ADA and avoid significant legal expenses and judgments. Particular attention will be paid to the final regulations published by the Equal Employment Opportunity Commission and the Department of Justice. Emphasis also will be placed on issues arising from the use of internal and external assessment programs which seek to test individuals with disabilities, and avoidance of the many legal and human resources pitfalls that can accompany such assessment efforts.

Geoff Weirich is an associate with the international law firm of Paul, Hastings, Janofsky & Walker. He practices exclusively in the area of employment and labor relations law, with a particular emphasis on disability law and large class action litigation. Geoff is active in the Equal Employment Opportunity Law Committee of the American Bar Association's Labor and Employment Law Section, for which he was the principal assistant editor of the *Five-Year Cumulative Supplement to B. Schlei & P. Grossman, Employment Discrimination Law* (2nd ed.). He is co-chair for the preparation of the disability law chapter of the third edition of that treatise. Geoff graduated with high honors from the Duke University School of Law in 1984, and also holds a Master of Labor and Industrial Relations degree from Michigan State University. He is a frequent speaker throughout the nation on the Americans with Disabilities Act.

Gary Souter is the Assistant Administrator of Personnel for the Scott and White Memorial Hospital, Scott, Sherwood and Brindley Foundation, located in Temple, Texas. This organization is one of the nation's largest hospital/clinic combinations, serving 800,000 patients per year and employing over 5,000 employees. As Scott and White's chief personnel officer, Gary is responsible for all traditional personnel activities for the organization, including implementing policies and practices to comply with the ADA. He is also the Chairman of the Mayor's Business Advisory Council Committee coordinating programs to increase the ADA awareness of the Temple business community.

Mr. Souter graduated from McNeese State University in 1968 with a degree in Business Administration. He is active in the American Society for Healthcare Human Resources Administration, the Society for Human Resources, the Texas Society of Healthcare Human Resource Administration and many other professional associations.

Coordinator: **Scott L. Tannenbaum**, State University of New York, Albany.

SECTION 4 (HALF DAY)

COSTING HUMAN RESOURCES: UPDATE ON THE FINANCIAL IMPACT OF BEHAVIOR IN ORGANIZATIONS

Wayne F. Cascio
University of Colorado at Denver

Many activities of Human Resource Management professionals are seen as having costs to organizations. HRM professionals assume that the benefits are obvious—but how can we demonstrate them? We can arm ourselves with formulas and analyses, but what practical impact or use have human resource financial analyses had?

This workshop will present an overview of cost/benefit and cost-accounting methods used to assess human resource decisions. Particular emphasis will be placed on practical organizational examples of the use of such methods, how to succeed in collecting the necessary data, and how to ensure credibility of the analyses to financial/controller departments. Case study examples will show how organizations have made more effective business decisions because of the inclusion of human resource cost/benefit or cost-accounting analyses. In addition to the traditional areas of turnover, absenteeism, selection and training, case studies also will include innovative topic areas, for example: financial impact of employee attitudes/commitment, employee assistance programs/wellness programs, and company-sponsored child care; pay policy effect on market competitiveness of products in service industries; and whether HR planning affects strategic planning in any meaningful way.

The objectives of the workshop are to:

- provide an overview of cost/benefit and cost-accounting methods as they apply to human resource management
- show how to use such methods in organizations via practical examples
- demonstrate that more effective organizational decisions are made when cost/benefit and cost-accounting techniques are used.

Wayne F. Cascio received his Ph.D. in Industrial & Organizational Psychology from the University of Rochester in 1973. Currently he is professor of management and director of international programs at the University of Colorado at Denver. He has taught at Florida International University, the University of California at Berkeley, the University of Hawaii, the University of St.

Gallen, Switzerland, and the University of Geneva. During academic year 1987-1988 he was a visiting scholar at the Wharton School of the University of Pennsylvania, and in 1988 he received the Distinguished Faculty award from the Personnel/Human Resources Division of the Academy of Management. Currently he is president-elect of the Society for Industrial and Organizational Psychology. He has authored or edited five texts in human resource management, including *Costing Human Resources The Financial Impact of Behavior in Organizations* (3rd ed, 1991), and has consulted with firms in North America, Europe, Asia, Africa, and Australia. His research on personnel selection, training, performance appraisal, and the economic impact of human resource management activities has appeared in a number of scholarly journals.

Coordinator: **Catherine Higgs**, Allstate Insurance

SECTION 5 (HALF DAY)

ALTERNATIVE METHODS TO PERFORMANCE APPRAISAL AND MANAGEMENT

Herbert H. Meyer
University of South Florida

Formal programs to evaluate and document the job performance of employees and then to provide feedback to the respective employees have been around at least as long as there have been personnel departments in work organizations. It is hard to dispute the value of these programs on a logical or theoretical basis. Each employee should be evaluated at least annually and be given feedback to communicate how he or she is performing. Moreover, there is an organizational need to document the performance of each employee for administrative purposes, such as allocating rewards, assigning responsibilities, and the like.

Yet, problems with performance appraisal programs have been myriad. Significant evidence has shown that managers find such programs onerous and distasteful, and subordinates often find them threatening. Surveys have shown that very few companies are satisfied with the way their performance appraisal programs are working. In many cases, the programs are found to have more negative than positive effects on employee motivation.

The traditional approach to performance appraisal where the manager rates the subordinate, then reviews the ratings in a feedback interview is a very authoritarian procedure. It fits very well in a traditional bureaucratic, control-oriented organization. It is becoming increasingly anachronistic in modern, involvement-oriented organizations. In fact, many modern organizations are using self-managed work teams extensively.

Alternative approaches to the appraisal process are proving not only to be more effective in motivating and developing commitment in employees, but also to be more acceptable to both parties involved in the process. These alternative approaches to appraisal will be reviewed, with case examples cited as to how they have been administered.

Herbert H. Meyer, Professor Emeritus at the University of South Florida, came to the university in 1973 to organize and direct a new Ph.D. program in Industrial/Organizational Psychology. Before that, Dr. Meyer directed a personnel research program on the corporate staff of the General Electric Co. for more than twenty years. In this role, he and his staff carried out a large number of research and development projects on a variety of topics pertaining to human resources management. Among these projects were several studies of the performance appraisal process. He has continued this research and has served as a consultant on the performance appraisal process with several organizations while at the University of South Florida.

Coordinator: **William F. Grossnickle**, East Carolina University

SECTION 6 (HALF DAY)

SURVEY SAVVY: NEW METHODS AND TECHNOLOGIES

Richard A. Dunnington

Paul Smith

Richard Dunnington and Associates **US West Enhanced Services, Inc.**

Industrial/organizational psychologists, while well-versed in designing and implementing employee opinion surveys, are increasingly involved in new applications of survey methods and technologies. As needs for employee, customer, and supplier data increase, new ways of designing information strategies, dealing with data, and using information for strategic applications have been developed.

This workshop will focus upon advances in survey technology, such as preference and choice modeling, conjoint analysis, and other multivariate techniques. The workshop will also focus upon innovations in survey application and data usage, integration of attitudinal data with strategic business needs, and survey design for special contexts, such as norming and benchmarking.

Advances will be illustrated with nonfictional examples garnered from the presenters' experience. The workshop does not require more than a moderate amount of knowledge about basic survey design and analysis.

Richard A. Dunnington is a consultant who specializes in the development of employee survey systems such as definition of objectives; review and selection of options for questionnaire development, staffing and administration; data processing and data analysis; reporting; training and utilization; and planning for regular administration/implementation of the total system. Clients have included GTE, Johnson and Johnson, Exxon, Esso Chemical, Schering-

Plough Corporation, Duke Power, and Philip Morris International. Dick is a Fellow of the Human Resources Policy Institute, Boston University, and has been a research consultant for The Mayflower Group. He spent twenty-five years in strategic and personnel research for the IBM Corporation.

Paul Smith is Director of Market Research and Analysis for US West Enhanced Services, Inc. In this role he is developing new methods of integrating survey research with behavioral measures to define and develop new services. During his career, Paul has held progressively-responsible positions in market research with Burke Marketing Services, Inc., and Marketing and Research Counselors. Paul holds a Master's degree in Psychology from Fairleigh Dickinson University and has partially completed a Ph.D. in Social Psychology from Adelphi University.

Coordinator: **Sarah Henry**, Sterling Health

SECTION 7 (HALF DAY)

A SYSTEMS APPROACH TO CONTENT VALIDITY

Irwin L. Goldstein

Sheldon Zedeck

**University of Maryland at
College Park**

University of California at Berkeley

Content-oriented strategies are becoming increasingly utilized to develop information to support inferences about validity. The purpose of this workshop is to explore the processes involved in content-oriented validity, including the type of job analyses that can serve as a foundation for establishing content validity. Taking a systems perspective, we discuss how content-oriented strategies are used to establish the validity of entry level selection and promotion instruments, as a foundation for training programs, and for making comparisons across jobs.

The workshop describes specific procedures used to establish content validity in a number of public and private jurisdictions. Also included will be a discussion of experiences and issues that result from conducting these studies in an environment characterized by fair employment litigation and consent decrees. This workshop examines what issues need to be resolved, and what procedures, methods, and rules can be used in order to have more confidence in making inferences about content validity.

Irwin L. Goldstein is Dean of the College of Behavioral & Social Sciences and Professor of Psychology at the University of Maryland at College Park. His research and publications have emphasized job analysis and evaluation methodologies in the use of selection and training systems. He has recently completed a chapter on training for the second edition of the Handbook of Industrial-Organizational Psychology and is working on a chapter on content validity for a *Frontiers Series* volume. He has served as President and been elected a fellow of SIOP. He has also served as Associate Editor of the *Journal*

of *Applied Psychology* and the journal *Human Factors*. He is currently on the editorial board of the journal *Human Performance* and editor of the *Frontiers Series*.

Sheldon Zedeck is Professor of Psychology and Director of the Institute of Industrial Relations, University of California at Berkeley. He has published articles, chapters, and books on industrial and organizational psychology, validation, job analysis, measurement theory, and data analysis. He currently is the editor of the journal, *Human Performance*, as well as of the most recent SIOP Frontiers Series volume, "Work, Families, and Organizations." He has extensive experience in the public and private sector in conducting job analyses, developing criterion-related and content valid tests, and in providing expert testimony regarding employment discrimination issues. Shelly is a Past President of SIOP and is currently one of SIOP's Council Representatives to APA. Coordinator: **Theresa P. Eyre**, Hewlett-Packard Company

SECTION 8 (HALF DAY) DESIGNING AND MANAGING TEAMS

Susan A. Mohrman

Susan G. Cohen

Center for Effective Organizations
University of Southern California

Increasingly organizations are creating teams to do work and to improve the organization's capacity to perform. These take many forms and are embedded in the larger organizational context in a variety of ways. Many organizations have found that establishing teams is easy, but that performance benefits are elusive.

This workshop presents a framework for the design of teams and the effective management of their performance. It provides a typology of teams, and discusses the appropriate utilization of each type. It examines the contextual features and management processes that facilitate or impede team effectiveness. Specific organizational examples will illustrate the enablers and barriers to designing and implementing teams.

The workshop provides participants with a structured approach to think through what kinds of teams, if any, are appropriate for a particular organization, and what design elements are critical for their success. It reflects the belief that teams are not always an appropriate design approach. Rather, various kinds of teams are design solutions for particular work settings, tasks, and technologies.

Susan Mohrman is a Senior Research Scientist with the Center for Effective Organizations at the University of Southern California. She received her Ph.D. from Northwestern University in 1979. She has done research and

consulted to a wide variety of organizations in the areas of innovative work systems, employee involvement, and organization design and change.

Susan Cohen is a Research Scientist with the Center for Effective Organizations at the University of Southern California. She received her Ph.D. from Yale University in 1988. She has done research and consulted on a variety of approaches to improving organizational effectiveness including group empowerment and effectiveness, employee involvement, and organizational development and change.

Coordinator: **Ira Kaplan**, Hofstra University

SECTION 9 (HALF DAY) MANAGING ORGANIZATIONAL CHANGE: APPROACHES AND METHODS IN THE ASSESSMENT AND IMPLEMENTATION OF CHANGE

Charles S. Raben

Elise Walton

Delta Consulting Group

Managing organizational change has become the norm rather than the exception in most corporations today. Increased competitive pressures, globalization, continuous improvement, cost reduction, acquisitions, divestitures, new technologies, etc. have all contributed to a climate of continuous and on-going change. For many corporations, future success depends on their ability to conceptualize, implement and manage the specific changes required of their businesses and industries. Their ability to understand the approaches and methods of organizational change has become important to their continued effectiveness and, in some cases, survival.

This workshop will examine the various approaches and methods that have been used successfully in the management of organizational change. It will emphasize the importance of organization models and assessment in the development of effective, systematic organizational change strategies. Specific topics to be covered include:

- Models of organization and change
- Types and levels of organizational change
- Design of data collection strategies
- Methods of data collection and analysis
- Techniques of change implementation
- Specific organizational case studies

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

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

Charles S. Raben is a Managing Director at the Delta Consulting Group, a New York based management consulting firm specializing in issues of organizational change. Over the last several years he has worked with senior management of many different companies on large scale organizational change issues. Chuck holds an M.A. and a Ph.D. in Industrial and Organizational Psychology from The Ohio State University.

Elise Walton is a Director at the Delta Consulting Group. Her work with client organizations has focused on organizational change, survey research and global management. She has previously worked at Citibank/Citicorp and at the Foreign Trade Research Institute in Belgrade, Yugoslavia. Elise holds an M.A. in Organizational Psychology from Columbia University and a Ph.D. in Organizational Behavior from Harvard University.

Coordinator: **Ken DeMeuse**, University of Wisconsin-Eau Claire

SECTION 10 (HALF DAY)

PUTTING MALCOLM BALDRIGE QUALITY IMPROVEMENT CRITERIA TO WORK IN YOUR ORGANIZATION: THE ROLE FOR I-O PSYCHOLOGISTS

Nicholas F. Horney
Stouffer Hotels and Resorts

Total Quality Management, Total Quality Leadership, or regardless the term being used, organizations are focusing more and more attention, human resources, and budget on quality efforts. One major reason so much emphasis has been placed on quality is the result of the Malcolm Baldrige National Quality Award presented by the President of the United States annually to a limited number of companies representing world-class quality standards.

Much has been written about the Malcolm Baldrige Award in national publications such as *The Wall Street Journal*, *Fortune*, *Forbes*, etc. What are these criteria? How have these criteria been used by organizations to improve quality? What research has been completed to indicate the impact of total quality management efforts using the Malcolm Baldrige criteria?

The objectives of this workshop are 1) to acquaint participants with the criteria of the Malcolm Baldrige National Quality Award, 2) describe the process used by the Baldrige Board of Examiners to determine the winning organizations, 3) explore various organizational settings where the Baldrige criteria have been used as blueprints for total quality efforts, and 4) discuss how I-O psychologists can use the Baldrige criteria to help influence organizational effectiveness efforts in their own organizations toward total quality.

The workshop is intended for I-O psychologists involved in or interested in initiating total quality efforts for their own organizations or consultants working with organizations on quality initiatives.

Nicholas F. Horney received his Ph.D. in Industrial/Organizational Psychology from the University of South Florida. He is the Director of Quality and Human Resources Development at Stouffer Hotels and Resorts (a division of Nestle). Dr. Horney was appointed by the Secretary of Commerce to the Board of Examiners for the Malcolm Baldrige National Quality Award. His research interests and recent publications are on quality and customer service. He has delivered presentations and/or workshops with other associations such as the Human Resources Planning Society, Association for Quality and Participation, and American Society for Quality Control. Dr. Horney serves on the Accreditation Commission for universities offering baccalaureate degrees and is on the editorial review board of the *Journal of Hospitality Research*.

Coordinator: **Ronald A. Ash**, University of Kansas

SECTION 11 (HALF DAY)

ADAPTING I/O PSYCHOLOGY TO THE 1990s:

MEETING THE GLOBAL CHALLENGE

Donald D. Davis
Old Dominion University

Bernard M. Bass
State University of New York
at Binghamton

American firms are expanding their operations overseas at the same time that foreign firms continue to purchase American companies and establish subsidiaries throughout the United States. These trends mean that I/O psychologists will increasingly find themselves working for a foreign firm or being asked to apply their skills with foreign managers and in foreign countries. This workshop will examine the knowledge and skills needed to successfully adapt I/O psychology practices to foreign settings. This workshop will assist I/O psychologists in their efforts to become more involved in the international aspects of I/O psychology research and practice. The topics will include:

- Importance of a global perspective for I/O psychologists
- Impact of cultural differences on personnel, management and organizations
- Selection and staffing
- Management development and training
- Expatriate issues
- Performance assessment and management
- Motivation and reward systems
- Leadership and decision making
- Negotiation

- Integrating a global perspective into human resource planning and strategy

The workshop format will consist of lecture and video presentations, case analysis, experiential exercises and group discussion/problem solving.

Donald D. Davis (Ph.D., Michigan State) is Associate Professor of Psychology and, since 1986, Director of the Graduate Program in Industrial and Organizational Psychology at Old Dominion University. His professional interests have focused on organizational effectiveness and change, particularly with respect to technological innovation. He first travelled abroad in 1971 after receiving a grant to conduct research at the Institute for Social History, in Amsterdam. In 1990 he received a Fulbright Scholar-in-Residence grant. For the past six years he has studied organizations and management practices in the People's Republic of China and has lectured throughout the PRC and Japan. He has published several scientific papers as well as *Managing Technological Innovation*. He has consulted with numerous organizations including BellSouth, Burroughs Wellcome Company, Digital Equipment Corporation, IBM, Xerox, the Joint Chiefs of Staff, and the Nishinippon Kogyo Society. He serves on the editorial board of the *Journal of High Technology Management Research*.

Bernard M. Bass is Distinguished Professor of Management and the Director of the Center for Leadership Studies at the State University of New York at Binghamton. Before that he had served on the faculties of the University of Rochester, University of Pittsburgh, University of California at Berkeley, and Louisiana State University. An international authority on leadership and management, he is listed in *Who's Who in the World*, *Who's Who in America*, and *American Men and Women of Science*. He has published 20 books and 300 articles on leadership and management. He served as president of the Division of Organizational Psychology of the International Association of Applied Psychology. He has conducted workshops and been a guest speaker in 40 countries and has consulted with many firms including Xerox, Exxon, General Electric, General Motors, and Fiat, as well as numerous federal and military agencies. He is a founding editor of *The Leadership Quarterly*.
Coordinator: **Margo G. Ward**, Burroughs Wellcome Company

SECTION 12 (HALF DAY)

LEADERSHIP AND EMPOWERMENT

David E. Berlew
Rath & Strong, Inc.

Robert J. House
University of Pennsylvania

In the last decade and a half a new genre of leadership theory has been advanced. This class of theory includes charismatic, inspirational, visionary and transformational leadership. A major defining characteristic of leaders

described in this class of theory is that outstanding leaders empower their followers in a number of ways.

In this workshop the results of the empirical research will be reviewed. Leadership practices that empower followers will be identified and practiced in experiential exercises. Film clips of empowering leaders will be presented, and the unique empowerment strategies they use will be examined and discussed.

Topics to be covered are:

1. Organizational conditions that require empowered members, and that facilitate empowerment;
2. leader behavior that empowers followers;
3. experiential exercises in empowering leader behavior;
4. barriers to empowerment of self and others; as well as
5. strategies for self empowerment; for empowerment of followers as a group, and for empowerment of individuals.

David E. Berlew is Vice President of Rath & Strong, Inc, Management Consultants. He trains and consults with senior managers on leadership, power and influence, negotiation, and managing innovation and change. Previously, Dr. Berlew was President of McBer and Company, President of Development Research Associates, and Chairman of Situation Management Systems, Inc. Dr. Berlew has consulted with and conducted programs and workshops for a variety of U.S. and international organizations.

He received his Ph.D. in Social Psychology from Harvard University in 1950. He has served on the faculties of Wesleyan University and Massachusetts Institute of Technology (Sloan School of Management). He was the Peace Corps Country Director in Turkey in 1965-66, and in Ethiopia from 1966-68.

Dr. Berlew has published numerous articles in professional journals, and in management and psychology textbooks. He is a contributing editor, along with Warren G. Bennis, Edgar H. Schein, and Fred I. Steele, of *Interpersonal Dynamics*.

Robert J. House is the Joseph Frank Bernstein Professor of Organization Studies at the Wharton School of the University of Pennsylvania. Professor House received his Ph.D. from Ohio State University in 1960. Prior to joining Wharton, House held positions at the Ohio State University, the Bernard M. Baruch College of the University of New York, and the University of Toronto.

Dr. House has published numerous books and articles in Management and Social Science journals. In 1991, he was awarded the Irwin Career Award for outstanding scholarly contribution to management. He is a fellow of the Academy of Management and the American Psychological Association.

Since joining Wharton, Dr. House has been a co-founder of a new journal entitled *The Leadership Quarterly*, and the founder of a new professional association entitled the MESO Organizational Studies Team. This association

is primarily devoted to the encouragement of scholarly research in organizational behavior.

Coordinator: Walter W. Tornow, Center for Creative Leadership

Program for 1992 SIOP Doctoral Consortium

Jeanette N. Cleveland
Colorado State University

Roseanne J. Foti
Virginia Polytechnic Institute
and State University

The program for the Annual SIOP Doctoral Consortium has been finalized and contains an impressive list of speakers. We feel that the program is one of the best ever and should be a great learning experience for upperlevel graduate students. Speakers were selected based upon their contribution to the field and their ability to represent unique perspectives.

The consortium will be held on Thursday, April 30, 1992 at the Queen Elizabeth. **Advance registration is necessary** to attend the consortium and materials have been sent to all Ph.D. programs. The schedule of activities will be as follows:

- 8:00 - 9:45 a.m. Registration. Welcome, and Breakfast
8:45 - 9:30 a.m. Breakfast Speaker: Nancy Tippins, Bell Atlantic
Title: A day in the life of an I/O Psychologist in Industry
10:00 - 11:30 a.m. Concurrent Morning Sessions
Session 1: Richard Campbell, New York University
Title: The Role of Personal Characteristics in the Career Progression of Women Managers: Long-term Follow-up Study
Session 2: M. Susan Taylor, University of Maryland
Title: Creating More Effective Feedback Environments: Supervisors and Employee's Acceptance of Performance a Appraisal System
12:00 - 12:45 p.m. Lunch
12:45 - 1:30p.m. Luncheon Speakers: Neal Schmitt, Editor, *Journal of Applied Psychology*, Michigan State University
Michael Campion, Editor, *Personnel Psychology*, Purdue University
2:00 - 3:15 Concurrent Afternoon Sessions
Session 3: Benjamin Schneider, University of Maryland
Title: Service Climate and Culture.

Session 4: Susan Jackson, New York University
Title: New Directions for Research on Diversity in Organizations.

3:30 - 5:00 p.m. Panel Discussion

Topic: Issues in Professional Development

We would like to thank all of the presenters who have graciously agreed to participate. It is through their dedicated involvement that we can continue to offer an outstanding program to graduate students. If you have any questions about the consortium, please contact Roseanne Foti (703-231-5814).

Civil Rights Act Developments:

Statement by Sen. Orrin Hatch (R-Utah)

On Civil Rights Act of 1991 (S 1745) Delivered on Oct. 29, 1991

STATEMENT OF SEN. ORRIN HATCH BEFORE THE U.S. SENATE CIVIL RIGHTS COMPROMISE

Mr. President, I want to address some of the elements of the compromise civil rights bill now before us. As the Ranking Republican on the Labor and Human Resources Committee, the Republican Floor Manager on this legislation last year and this year, the principal opponent of prior versions of the bill, and original co-sponsor of the pending compromise, I have followed this legislation very closely.

I want to turn to the disparate impact provisions of the bill. They have been significantly modified to remove the inducements to quotas represented by earlier versions of the bill.

Many of my colleagues have asked me, with respect to these provisions, what do we tell the business owners of our states—how do we explain this bill to them?

The short answer, Mr. President, is this: Under the disparate impact theory, basically the same business practices and employment standards lawful today under Supreme Court precedents will be lawful after this bill is enacted. *The only difference in the law will be that an employer, instead of having a burden of producing evidence to justify the particular practice identified as causing a disparity in a job, must meet a burden of persuasion.* This change addresses Section 2(2) of the congressional findings. In theory, more in practice, this change is an important one. But because an employer's counsel presumably puts the employer's best case forward anyway, regardless of the nature of the employer's burden, this constitutes the most minor practical change in current law that we could make. Indeed, President Bush had agreed to this change in his own bill, S. 611. It is highly unlikely that employers will need to make any adjustments in their practices as a result of these provisions. The burden of proof issue is the only part of *Wards Cove* overruled by this bill. I note that the proponents of this bill's predecessors, many of whom now support the pending measure, hold the view that employers had a burden of persuasion under Supreme Court precedents from 1971 to 1989. Under this view, the compromise's disparate impact provisions should not cause any dislocation whatsoever in employer practices.

Now, both on the Floor Friday and in news accounts over the weekend, if accurate, I have heard and read extraordinary accounts of what happened with respect to the disparate impact provisions of this bill. Some of my friends on the other side of the aisle are still playing politics, claiming the President has caved in. Some have asserted that the claim that this bill's predecessors would lead to quotas was untrue. They now assert that virtually no change was made in the disparate impact provisions and the President just decided to stop playing politics and accept the bill. I responded to this, in part, on Friday. Our distinguished majority leader was quoted on Saturday as saying "If these few [changed] words provide the President with a fig leaf to cover his retreat, that's fine." [*Washington Post*, October 26, 1991, p.7]. A lawyer with a prominent civil rights litigation group was quoted as saying, "If you look at this language and compare it to the

numerous other proposals that they labeled a quota bill, you won't be able to find any basis for why this one is different." [Washington Post, October 26, 1991, p.6] And, Mr. President, if anyone believes that comment, he or she can believe anything.

It is unfortunate that some of my friends on the other side of the aisle have decided to use this compromise to criticize the President. In so doing, they would have us disregard the major changes in the bill resulting from the President's strong stand against quotas. They would have us treat these changes as if they never occurred. They would ignore the significance of these changes.

Let us take a look at the very significant changes in the bill that some would have us believe never took place.

Purpose Clause

In its "Purposes" clause, S. 1745 said in pertinent part that the "purposes of this Act are... to overrule the proof burdens and meaning of business necessity in *Wards Cove Packing Co. v. Atonio* and to codify the proof burdens and the meaning of business necessity used in *Griggs v. Duke Power Co.*...."

What does the new "Purposes" clause say? "The purposes of this Act are... to codify the concept of business necessity and 'job-related' enunciated by the Supreme Court in *Griggs v. Duke Power Co.*, and in the other Supreme Court decisions prior to *Ward Cove Packing Co. v. Atonio*." No longer is the bill overruling the meaning of business necessity in *Ward Cove*. Instead, the bill seeks to codify the meaning of that phrase in *Griggs* and subsequent Supreme Court decisions prior to *Wards Cove*. This will become very significant when we look for the definition of job-related and business necessity in the pending measure. Why? Because there are no definitions of these terms in the pending measure.

This is what makes so ironic the civil rights lawyer's invitation, quoted earlier, to compare the current language to earlier versions.

Business Necessity

Here are some of the prior definitions of business necessity:

From S. 2104, the original bill from 1990: "essential to effective job performance." Gone.

From the very first Danforth-Kennedy proposal in the Spring of 1990: "substantial and demonstrable relationship to effective job performance." Gone.

From the bill passed by the Senate last July: a two-tier definition whose key phrase was: "significant relationship to successful performance of the job." Gone.

The bill vetoed by the President contained yet different language in the two tiers. Gone.

S. 1208, the first Danforth bill this year, had a two-tier definition whose key phrase was "manifest relationship to requirements for effective job performance." It then included a subdefinition of a term wholly created by the bill: "requirements for effective job performance." This subdefinition contained two tiers. These are completely eliminated.

S. 1408, the second Danforth bill this year, also bifurcated the definition of "business necessity" and further subdefined that term. These definitions are gone.

S. 1745, the pending bill's immediate predecessor, contained a two-tier definition of business necessity. It also contained a subdefinition of a key phrase from *Griggs* and its progeny which had never been defined before: "the employment in question." That subdefinition itself contained two tiers. All of this is gone.

I ask unanimous consent that the Dear Colleague letters I sent on this year's versions of the bill, explaining my concerns about them, concerns shared by the President, be included in the Record following my remarks.

In the place of these countless definitions of business necessity, what does the compromise say? It says the challenged practice must be "job-related for the position in question and consistent with business necessity." Neither term is defined in the bill.

So, we return to the Purposes section I read earlier. One of the purposes of the Act is "to codify the concepts of 'business necessity' and 'job-related' enunciated by the Supreme Court in *Griggs v. Duke Power* (1971), and in the other Supreme Court decisions prior to *Wards Cove Packing Co. v. Atonio*."

It is important to note that this formulation refers to Supreme Court decisions—not the narrower notion of Supreme Court holdings. The choice of the broader reference to "decisions" was a deliberate one. Nor are lower court decisions to be the Supreme Court's future guide.

Now, what do these Supreme Court decisions say about business necessity?

Griggs said: "...any given requirements must have a manifest relationship to the employment in question." 401 U.S. at 432. There is no two-tier definition, no subdefinition of the term "employment in question." The Court also said in *Griggs*: "Congress has not commanded that the less qualified be preferred over the better qualified simply because of minority origins." *Id.* at 436.

This manifest relationship to the employment standard is the consistent standard applied by the Supreme Court. The Court has used this phrase in *Albemarle Paper Co. v. Moody*, 422 U.S. at 425 (1975); *Dothard v. Rawlinson*, 433 U.S. at 329 (1977); *New York Transit Authority v. Beazer*, 440 U.S. at 587 n.31 (1979); *Connecticut v. Teal*, 457 U.S. at 446 (1982) (a Justice Brennan opinion); and *Watson v. Ft. Worth Bank and Trust*, 108 S.Ct. 2790 (O'Connor plurality opinion for four Justices). Even Justice Stevens' dissent in *Wards Cove*, joined by Justices Brennan, Marshall, and Blackman, cites the "manifest relationship" language at least three times as the applicable disparate impact standard. 109 S.Ct. at 2129, 2130 n.14.

This is a flexible concept that encompasses more than actual performance of actual work activities or behavior important to the job. See *Washington v. Davis*, 426 U.S. 229, 249-251 (1976).

Indeed, the Supreme Court's 1979 decision in *New York Transit Authority v. Beazer* 440 U.S. 568 (1979) is highly significant. This decision was well known to all sides in these negotiations and debates. The *Beazer* case involved a challenge to the New York Transit Authority's blanket no-drug rule, as it applied to methadone users seeking non-safety sensitive jobs. A lower court had found a Title VII disparate impact violation. The Supreme Court, however, reversed: "At best, [the plaintiffs'] statistical showing is weak; even if it is capable of establishing a prima facie case of discrimination, it is assuredly rebutted by [the employer's] demonstration that its narcotics rule (and the rule's application to methadone users) is 'job related....'" [440 U.S. at 587] The Court noted that the parties agreed "that [the employers] legitimate employment goals of safety and efficiency require the exclusion of all users of illegal narcotics. *** Finally, the District court noted that those goals are significantly served by—even if they do not require—[the employer's] rule as it applies to all methadone users, including those who are seeking employment in non-safety-sensitive positions. The record thus demonstrates that [the employer's] rule bears a 'manifest relationship to the employment in question.'" *Griggs v. Duke Power Co.*, 401 U.S. 424, 432." [Id. at 587, n.31.]

If the language from the 1979 *Beazer* decision sounds familiar, it should. The Supreme Court's formulation in *Wards Cove* is not only based upon it, it is nearly identical. By removing the language in the purposes clause stating the bill overruled *Wards Cove* with respect "to the meaning of business necessity," by substituting the language in the compromise purposes section referring to Supreme Court decisions prior to *Wards Cove*, and by removing the definitions of business necessity or job-related and any definition of "employment in question," the compromise leaves the Supreme Court free to reach the same formulation of "business necessity" and "job-related" as it did in *Wards Cove* and *Beazer*. Indeed, *Beazer* is unquestionably reaffirmed by the compromise's purposes clause and the *Wards Cove* formulation of business necessity is not overruled.

I note that in *Watson v. Fort Worth Bank and Trust*, 108 S.Ct. 2777, decided in 1988, Justice O'Connor warned us about the real risk of imposing quotas on the American people if the Title VII disparate impact theory is misused. In that case, the Supreme Court actually extended the application of the disparate impact theory to subjective employment practices, a great victory for civil rights plaintiffs. She then went on to say in her plurality opinion:

"We agree that the inevitable focus on statistics in disparate impact cases could put undue pressure on employers to adopt inappropriate prophylactic measures. It is completely unrealistic to assume that unlawful discrimination is the sole cause of people failing to gravitate to jobs and employers in accord with the laws of chance....It would be equally unrealistic to suppose that employers can eliminate, or discover and explain, the myriad of innocent causes that may lead to statistical imbalances in the composition of their work

forces. Congress has specifically provided that employers are not required to avoid 'disparate impact' as such; [citing a specific provision of Title VII (Section 703(j)). Preferential treatment and the use of quotas by public employers subject to Title VII can violate the Constitution,...and it has long been recognized that legal rules leaving any class of employers with "little choice" but to adopt such measures would be "far from the intent of Title VII..." *Watson*, 108 S.Ct. at 2787-88 (quoting Justice Blackman in *Albermarle Paper Co. v. Moody*, 422 U.S. at 449) [citations omitted, emphasis in original]. Thus, Justice O'Connor acknowledged that:

"Extending disparate impact analysis to subjective employment practices has the potential to create a Hobson's choice for employers and thus to lead in practice to perverse results. If quotas and preferential treatment become the only cost-effective means of avoiding expensive litigation and potentially catastrophic liability, such measures will be widely adopted. The prudent employer will be careful to ensure that its programs are discussed in euphemistic terms, but will be equally careful to ensure that the quotas are met. Allowing the evolution of disparate impact analysis to lead to this result would be contrary to Congress' clearly expressed intent, and it should not be the effect of our decision today." *Id.* 2788.

"We recognize, however, that today's extension of [disparate impact] theory into the context of subjective selection practices could increase the risk that employers will be given incentives to adopt quotas or to engage in preferential treatment. Because Congress has so clearly and emphatically expressed its intent that Title VII not lead to this result, 42 U.S.C. Section 2000e-2(j), we think it imperative to explain in some detail why the evidentiary standards that apply in these cases should serve as adequate safeguards against the danger that Congress recognized." *Id.* at 2788.

And then Justice O'Connor, in her plurality opinion, laid out the standards for proving a disparate impact case: 1) a plaintiff must identify the specific practice it is challenging that is causing the imbalance; 2) the plaintiff retains the ultimate burden of persuasion, i.e., to prove that discrimination has occurred; and 3) citing *Griggs* and the Court's 1979 *Beazer* decision, business necessity means "manifest relationship to the employment in question" or significantly serving legitimate employment goals of the employer, terms which she treated as interchangeable. This was the way quotas could be avoided under the disparate impact theory. This position obtained a fifth vote, that of Justice Kennedy, in *Wards Cove*.

As I mentioned earlier, previous versions of this bill overturned all three safeguards against quotas. This bill overturns the *Wards Cove* decision only with respect to the burden of proof issue. The other two safeguards are preserved by the compromise measure.

Justice O'Connor went on to say:

"Some qualities—for example, common sense, good judgment, originality, ambition, loyalty, and tact—cannot be measured accurately through standardized testing techniques. Moreover, success at many jobs in which such qualities are crucial cannot be measured directly. Opinions often differ when managers and supervisors are evaluated, and the same can be said for many jobs that involve close cooperation with one's coworkers or complex and subtle tasks like the provision of professional services or personal counseling." 108 S.Ct. at 2787.

She said that subjective or discretionary employment decisions and criteria should still be readily defensible under Title VII's disparate impact theory as the Supreme Court developed it, with the safeguards she delineated and I mentioned earlier, only the least important of which is overturned by this compromise bill. She noted that "courts are generally less competent than employers to restructure business practices..." 108 S.Ct. at 2791.

By the way of further explication of the significance of the changes in the bill which enabled me to co-sponsor it and President Bush to support it, let me cite one more newspaper quote from the civil rights lawyer I quoted earlier: "Now all practices must meet the job performance standard, which is what we said from the beginning." [*Washington Post*, p.6., Oct. 26, 1991]. Wrong.

Let me stress that the Supreme Court, in *Griggs* and its subsequent disparate impact cases, treated the concept of employment and job-relatedness flexibly. These terms did not mean a requirement had to be tied to performance of actual work activities or behavior important to the job. In a case decided under Title VII standards, the Supreme Court made this clear. This is a case decided after *Griggs* in 1976: *Washington v. Davis*, 426 U.S. 229 (1976). There, the Court considered a test used by the District of Columbia to screen applicants for a 17-week training program at the Police Academy. The test had a disparate impact on minorities. The District Court had found the test acceptable. The Court of Appeals struck down the test because it could not say there was "a direct relationship between performance on [the test] and performance on the policeman's job." [426 U.S. at 250]

Significantly, the Supreme Court reversed. Here is what the Supreme Court said:

"The advisability of the police recruit training course informing the recruit about his upcoming job, acquainting him with its demands, and attempting to impart a modicum of required skills seems conceded. It is also apparent to us, as it was to the District Judge, that some minimum verbal and communicative skill would be very useful, if not essential, to satisfactory progress in the training regimen...[The] District Court concluded that [the test] was directly related to the requirements of the police training program and that a positive relationship between the test and training-course performance was sufficient to validate the former, wholly aside from its possible relationship to actual performance as a police officer."

The Supreme Court tellingly added: "Nor is [this] conclusion foreclosed by either *Griggs* or *Albermarle Paper v. Moody* [another Supreme Court disparate impact case], and it seems to use the much more sensible construction of the job-relatedness requirement" [426 U.S. at 250-251]

Thus, the Supreme Court made clear that job-relatedness goes beyond performance of the job itself or behavior important to the job. This is some more very important case overturned by the earlier versions of this bill, but preserved by the pending measure.

Mr. President, I note that the *Washington v. Davis* case has been cited by the Supreme Court in *Dothard v. Rawlinson* (1977), *Watson v. Ft. Worth Bank & Trust*, and in the *Wards Cove* decision itself. I referred to it in my Dear Colleague of September 24, 1991. It was referred to during last year's debate on the bill.

Indeed, in the *Watson* case, Justice O'Connor presented an excellent summary of the Supreme Court's position that an employer can justify its selection and other employment practices on grounds other than how they relate to job performance, and that the term job-related encompasses more than job performance. This is what Justice O'Connor said in *Watson*:

"Our cases make it clear that employers are not required even when defending standardized or objective tests, to introduce formal 'validation studies' showing that particular criteria predict actual on-the-job performance. In *Beazer*, for example, the Court considered it obvious that 'legitimate employment goals of safety and efficiency' permitted the exclusion of methadone users from employment with the New York City Transit Authority; the Court indicated that the 'manifest relationship' test was satisfied even with respect to non-safety-sensitive jobs because those legitimate goals were 'significantly served by' the exclusionary rule at issue in that case even though the rule was not required by those goals. [440 U.S., at 587, n. 31]. Similarly, in *Washington v. Davis*, the Court held that the 'job relatedness' requirement was satisfied when the employer demonstrated that a written test was related to success at a police training academy 'wholly aside from [the test's] possible relationship to actual performance as a police officer.' [426 U.S., at 250]. See also *id.* at 256, (STEVENS, J., concurring) ("[A]s a matter of law, it is permissible for the police department to use a test for the purpose of predicting ability to master a training program even if the test does not otherwise predict ability to perform on the job"). 108 S. Ct. at 2790-2791.

Any suggestion that the Supreme Court has interpreted job-relatedness or manifest relationship to the employment in question as narrowly tied to performance of actual work behaviors, or behavior important to the job, is belied by a simple review of the pre-*Wards Cove* Supreme Court decisions themselves. And, as mentioned earlier, those decisions are implicitly reaffirmed by this bill.

Particularity

The President's position in requiring a plaintiff to identify the particular practice causing a disparity in a disparate impact case has been preserved. The law on particularity will be the same after enactment of this bill as it is today. Let us compare the language of the pending compromise measure with earlier, unacceptable versions.

In S. 2104 as introduced, a plaintiff could challenge an entire "group of employment practices," defined as "a combination of employment practices or an overall employment process." That language is gone.

From the bill that emerged last year from the Senate Labor Committee: "The term 'group of employment practices' means a combination of employment practices that produce one or more employment decisions." Gone.

The bill that passed the Senate had yet another formulation "a combination of employment practices that produces one or more decisions with respect to employment, employment referral, or admission to a labor organization." It is gone.

The bill vetoed by the President had yet a further twist to the definition. It is gone.

S. 1408, the next Danforth bill, and S. 1475, the immediate predecessor of the compromise, refer in pertinent part, to "a particular employment practice or particular employment practices [causing]...in whole or significant part, the disparate impact..." This formulation is gone.

For a long time, proponents of this bill's predecessors refused to use the word "cause," that is, the employment practice in question causes the disparity. The term "results in" was used, a much looser concept, inconsistent with Supreme Court case law.

Significantly, the bill now reads that an unlawful employment is established if, in pertinent part, "a complaining party demonstrates that a respondent uses a particular employment practice that causes a disparate impact..."

Further, it states that "with respect to demonstrating that a particular employment practice causes a disparate impact ... the complaining party shall demonstrate that each particular challenged employment practice causes a disparate impact, except that if the complaining party can demonstrate to the court that the elements of a respondent's decisionmaking process are not capable of separation for analysis, the decisionmaking process may be analyzed as one employment practice."

Thus, particularity is preserved and causation is required. The "exception" for a decisionmaking process not capable of separation for analysis is fully consistent with the *Wards Cove* particularity requirement. It covers the narrow circumstance typified by the height and weight requirement in *Dothard*, where the employer clearly and deliberately treats closely related requirements as inseparable components of a single measuring device.

Moreover, language from the bill vetoed by the President, excusing the plaintiff from the particularity requirement due to a lack of records, is dropped. This bill contains no requirements regarding record retention—existing rules of civil procedure govern. If an employer's record discoverable under the rules of civil procedure are insufficient to aid a plaintiff's effort to identify a particular practice causing a disparity where the elements of a decisionmaking process are capable of separation for analysis, then, obviously, the plaintiff must make recourse to the disparate treatment theory under the Title VII.

Alternative Practices

Once an employer meets its burden of persuasion that its challenged practice is justifiable, a plaintiff may still prevail. Here is how Justice O'Connor described the plaintiff's responsibility in *Watson*:

"The plaintiff must 'show that other tests or selection devices, without a similarly undesirable racial effect, would also serve the employer's legitimate interest in efficient and trustworthy workmanship,'" citing the *Albemarle Paper Co. v. Moody*, the Supreme Court case from 1975. She added: "Factors such as the cost or other burdens of proposed alternative selection devices are relevant in determining whether they would be equally as effective as the challenged practice in serving the employer's legitimate business goals...." 108 S.Ct. 2790.

President Bush did not retreat one inch on the quota-inducing elements of the disparate impact provisions of this bill. He gained ground for American people and the principle of equal opportunity for individuals. This bill also outlaws race-norming, the alteration of test results to adjust scores on racial, ethnic, and gender bases. Where the President compromised was on the damages issue, going beyond the relief for harassment he had been willing to establish in his own bill, S. 611. He also compromised somewhat on *Martin v. Wilks* and the right to a day in court.

Moreover, a number of pro-lawyer provisions of last year's versions of the bill have been completely dropped by Senator Danforth. This is a further vindication of the President's resistance to legislation creating a bonanza for lawyers. For example, earlier versions extended the statute of limitations for filing claims, overturning at least three Supreme Court decisions: *United Airlines v. Evans*, 431 U.S. 553 (1971); *Delaware State College v. Ricks*, 449 U.S. 250 (1980); and *Chardon v. Fernandez*, 454 U.S. 6 (1981). Earlier versions prohibited attorneys fee waivers in class action settlements overturning *Evans v. Jeff D.*, 475 U.S. 717 (1986). Finally, earlier versions overturned the Supreme Court's decision in *Independent Federation of Flight attendants v. Zipes*, 109 S. Ct. 2732 (1989), permitting the recovery of plaintiff's attorneys fees from the original defendant in actions by intervenors.

Civil Rights Act Commentary

One might ordinarily expect that comments on the Civil Rights legislation (that George Bush is about to sign as TIP goes to press) would take some period of time to appear. However, this legislation has been so closely watched that interpretation and opinion is appearing before the ink of the President's signature is even dry!

With Rights Act Comes Fight To Clarify Congress's Intent¹

Robert Pear

Special to the New York Times

WASHINGTON, Nov. 17—The fight between President Bush and Congress over the Civil Rights Act of 1991 was not just a struggle to write the legislation. It was also an arcane but important battle to establish the legislative history of the measure, which Mr. Bush plans to sign into law in a few days.

Judges have traditionally used the legislative history of a bill for guidance in interpreting the law, looking at Congressional committee reports, hearings and statements in the Senate and the House. The legislative history supposedly shows the intent of Congress.

But conservative judges, and a majority of Federal judges are either Bush or Reagan appointees, are now questioning the value of using legislative history. Some say they will heed only the literal text of statutes on which Congress has voted.

New Political Overtones

This debate over the use and abuse of legislative history, long confined to law schools and judicial chambers, has taken on political overtones. In disregarding or minimizing legislative intent, judges disregard a branch of Government now controlled by Democrats. The effect, in practice, is often to enhance the power of officials in the executive branch, giving these officials more leeway to interpret laws as they see fit.

Justice Antonin Scalia of the Supreme Court leads a group of judges who contend that it is absurd to pay meticulous attention to legislative history because Congressional committee reports are written by junior members of the Congressional staff, often "at the suggestion of a lawyer-lobbyist."

In a Court case in June, Justice Scalia declared, "We are a Government of laws, not of committee reports."

Government lawyers point out that the President often signs a bill without knowing or approving its legislative history.

¹ THE NEW YORK TIMES NATIONAL Monday, November 18, 1991. Copyright © 1991 by the New York Times Company. Reprinted by permission.

Until the last few decades, legislative history just occurred. But in recent years, members of Congress have made conscious efforts to shape, or even manipulate, the legislative history to influence court interpretations of laws.

In the final days of debate over the civil rights bill, lawmakers and the Administration tried frantically to create legislative history explaining, in radically different ways, what the bill really means.

The Civil Rights Act of 1991 includes a highly unusual provision stipulating that a brief memorandum, printed in the Congressional Record on Oct. 25, shall be the "exclusive legislative history" for a few of the most hotly debated questions addressed in the measure.

But after the Administration and Congress agreed on the text of the bill, the deal nearly broke down as lawmakers competed with one another to put their own interpretations on the measure.

"I would like to add some legislative history at the end of my remarks," Representative Henry J. Hyde, Republican of Illinois, said as he casually dropped a 9,000-word interpretive memorandum into the Congressional Record.

Senator John C. Danforth, Republican of Missouri, chief sponsor of the civil rights bill, said in remarks on the Senate floor: "Justice Scalia was correct, in my opinion. Any judge who tries to make legislative history out of the free-for-all that takes place on the floor of the Senate is on very dangerous ground."

Many Lawyers Employed

The process of writing legislative history, though largely unknown to the public, captivates hundreds of lawyers and lobbyists in Washington. "Committee reports have become much more important in the last 10 years," said Wade S. Williams, president of the American League of Lobbyists. "Often a bill is written too broadly, and Congress says, 'We'll fix it with legislative history.' Lobbyists frequently suggest terminology, phrases, ideas and concepts."

Conservative Federal judges like James L. Buckley, Frank H. Easterbrook and Alex Kozinski have expressed grave doubts about the use of legislative history. More liberal judges like Patricia M. Wald, Abner J. Mikva and Stephen G. Breyer have vigorously defended it.

Judges Buckley, Wald and Mikva sit on the United States Court of Appeals for the District of Columbia Circuit. The others also sit on Federal appeals courts: Judge Easterbrook in Chicago, Judge Kozinski in California, Judge Breyer in Boston.

In deliberations on the civil rights bill, lawmakers were continually jockeying for advantage. Senators Danforth and Edward M. Kennedy, Democrat of Massachusetts, tried to establish one version of legislative history. Conservative Republican Senators, joined by the Bush Administration wrote a contradictory version.

In the House, two Democratic Representatives, Don Edwards of California and William D. Ford of Michigan, tried to create legislative history in the same way, rebutting conservative Republicans point by point. When President Bush signs the bill, he will no doubt issue a statement putting his spin on the legislation, for future guidance of the courts.

Whose Word Is It?

Steven R. Ross, general counsel to the clerk of the House of Representatives, said it was foolish for judges to disregard legislative history on the ground that it was written by members of the Congressional staff. "That's like arguing that you don't have to follow the precedent of a prior Supreme Court decision because there's reason to believe that the words were penned not by the Justices themselves, but by a law clerk," Mr. Ross said.

But Senator Phil Gramm, Republican of Texas, said: "It is unfortunate that courts often look to the report language that accompanies a bill approved by a committee in order to discover legislative intent. In reality, while a committee votes on the content of actual legislation, it has little control over the content of the explanatory material contained in the report."

For example, Mr. Gramm said, a report last month from the Senate Committee on Banking, Housing and Urban Affairs, explaining a huge bill to strengthen regulation of banks, "contains views that were not considered, let alone expressed, by the committee."

The Civil Rights Act of 1991 over-rides the Supreme Court on parts of eight decisions that cut back the scope of civil rights protections. One section of the bill specifies how a person can attack employment practices, like written tests or height and weight requirements, that tend to exclude women or members of minority groups. In a decision in 1971, the Supreme Court said employers had the burden of showing that such devices were "a reasonable measure of job performance."

Pointing Back to Court

But in a 1989 case *Wards Cove Packing Company v. Atonio*, the Supreme Court lightened the burden on employers and imposed a heavier burden on workers, requiring them to show that the employer did not have a "legitimate business justification" for the practice in question.

The Civil Rights Act of 1991 seeks to restore the old standard. If workers show that a particular practice tends to exclude women or minority members, then the employer must show that the practice is "job-related for the position in question and consistent with business necessity." The bill does not precisely define those terms. The "exclusive legislative history" says those words mean what the Supreme Court said they meant before the *Wards Cove* case.

The upshot of all these maneuvers is open to dispute. Senator Danforth declared on the Senate floor that the bill "would overrule the *Wards Cove* decision." Senator Kennedy made the same point.

But Senator Bob Dole, the Republican leader, inserted a lengthy memorandum into the Congressional Record five days later. His memo, "representing the views of the Administration" and 14 Republican Senators, describes the bill as "an affirmation of existing law, including *Wards Cove*."

Help on Both Sides

Senate Republicans say that parts of Mr. Dole's memorandum were written by Administration officials, particularly Nelson Lund, a White House lawyer, and Nicholas P. Wise, a Deputy Assistant Attorney General. Likewise, civil rights groups confirm that they helped draft statements for some Democratic members of Congress.

Richard T. Seymour, a lawyer at the Lawyers' Committee for Civil Rights Under Law, said: "The Dole memorandum should be disregarded as a transparent attempt to alter the plain meaning of the statute. It would destroy many of the protections the bill is intended to restore."

Lawmakers also disagree about whether the bill will apply to pending job bias cases. Mr. Dole and other Republicans said Congress had no such intention. Many Democrats said the bill was meant to be retroactive because it merely restores rules upended by the Supreme Court.

Conflicting interpretations of the Civil Rights Act seem to confirm what Judge Kozinski said in a case several years ago: "Legislative history can be cited to support almost any proposition, and frequently is."

Civil Rights: We Won, They Capitulated¹

C. Boyden Gray

Contrary to a rapidly congealing press myth, President Bush did not "cave" or "surrender" on quotas in the new civil rights bill. Nor were any of the president's actions taken in response to the Clarence Thomas hearings or the David Duke campaign. On the contrary, the compromise bill the president will sign became possible only after the Democrats beat a total retreat on quotas, thereby paving the way for the president to make concessions on other, less fundamental issues.

To understand what happened, the public needs to know the story of an extraordinary amendment that was adopted without debate or a vote. But first we must set the stage.

Under the Supreme Court's 1971 *Griggs* decision, employment practices having an adverse statistical impact in certain groups can lead to liability even if there was no hint of discriminatory intent. In 1989, the *Wards Cove* case summarized the rules under which such lawsuits would be conducted, noting that unfair rules would drive employers to use quotas to avoid any possibility of being dragged into such a lawsuit.

For the past two years, Democrats have insisted that *Wards Cove* overruled *Griggs* and that legislation was needed to "restore" pre-*Wards Cove* law. The changes they actually proposed,

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however, would have gone much further, exposing countless employers to ruinous litigation and liability any time their numbers were not "right."

Administration lawyers always believed that the Supreme Court was right to think that *Griggs* and *Wards Cove* were consistent with each other. More important, we knew that the Democrats' "restoration" was in fact a radical and destructive distortion of prior legal doctrine. If "bad numbers" alone became a sufficient basis for legal liability, employers would be foolish not to use quotas.

Last March, the president proposed a bill that made a symbolically important but practically insignificant concession to the Democrats on one issue involving the burden of proof. In other respects, the president's bill codified the law as it existed prior to *Wards Cove* (and which we believed was fully consistent with that decision). The Democrats in Congress never gave this bill the time of day.

Suddenly, on Thursday, Oct. 24, Sen. Edward Kennedy stunned administration negotiators by agreeing to a *Wards Cove* proposal developed by Sen. Robert Dole and transmitted through Sen. John Danforth. This option was virtually identical in substance to the president's bill and to other formulations that Kennedy and the private lobbyists for his bill had rejected time and again.

On most issues, the Dole proposal used language drawn from the president's bill and the analytical memorandum that accompanied the bill. On the contentious issue of "business necessity," which defines the standard that employers must meet in justifying statistical disparities, the proposal used essentially meaningless language from the Americans With Disabilities Act that left the term in question undefined. (Ironically, the negotiators of the disability law had settled on this empty language because they expected the issue to be addressed and resolved in the context of the upcoming civil rights bill.)

In its most critical component, the Dole proposal included *exclusive legislative history* that would supply the definition of "business necessity" by referencing the case law as it stood immediately prior to the *Wards Cove* decision. In two carefully negotiated explanatory sentences, the proposal indirectly accomplished what the president's bill had done in so many words: codifying the law of disparate impact as it stood at the time of *Wards Cove* (except on the burden of proof). Because the statutory language provided no definition, the definition referenced in the legislative history would necessarily be dispositive in the courts; for that reason, 90 percent of the negotiations centered on the legislative history rather than on the statute itself.

In return for Sen. Kennedy's complete capitulation on quotas, the administration agreed to several compromises proposed by Sen. Danforth on other issues. The question on which the administration was most reluctant was the application of jury trials and punitive damages to employment cases under the Civil Rights Act. Although the Danforth proposal includes caps on such awards, thereby setting an important precedent for tort reform, such remedies are undeniably a dangerous experiment (as is suggested by the senators' 54-42 vote against a proposal to apply to themselves the same remedies they are imposing on the private sector.)

Despite our strong misgivings about jury trials and damages, the agreement was sealed, and our startling success on *Wards Cove* remained the most salient component of the package. Imagine, then, how disturbed we were to learn that Sen. Kennedy went to the floor of the Senate the very next day to create legislative history, inconsistent with Thursday night's agreement, attempting to resuscitate one of the most radically objectionable features of the original Democratic bill. Had we been sandbagged? Had the agreement so laboriously negotiated ever been meant to stick?

The following Monday, the administration proposed an innovative statutory provision specially designed to enforce the Thursday night agreement. This provision directed the courts to ignore any legislative history (such as the description of the agreement given by Kennedy on Friday) apart from the two sentences originally agreed to. Sens. Kennedy and Danforth objected to this proposal, while administration negotiators felt they had to insist. Tense meetings ensued, and it seemed at points that there might be no civil rights bill after all.

On Thursday, Sens. Dole and Orrin Hatch engaged in heroic efforts to hold Sen. Kennedy and his allies to the agreement. Republican Leader Dole's arguments were particularly effective—that

night, without any debate or a recorded vote, the Senate accepted a slightly modified version of the administration proposal enforcing the deal.

Heroic efforts to enforce the agreement would not have been required unless there had been something very significant were at stake. And there was. Buried in this dispute, as in earlier arcane debated over legal terminology, was the difference between preserving the essence of current law and creating a new quota monster. It also meant the difference between a system that will encourage kids to stay in school and a novel system of legal threats against those who reward hard work and achievement. On these fundamental issues the president won a clean victory for equal opportunity, and that victory will survive the current round of fictions about some supposed political surrender.

The writer is counsel to the president.

How the Civil Rights Bill Was Really Passed¹

William T. Coleman Jr. and Vernon E. Jordan Jr.

The administration did compromise.

The new civil rights bill, accomplished by a dedicated Danforth-Kennedy steadfast commitment, is a great achievement, both because it significantly strengthens civil rights protections and because it reestablishes a new political consensus on a subject that has historically divided us. C. Boyden Gray's "Civil Rights: We Won, They Capitulated" [op-ed, Nov. 14] misrepresents the bill's strong protections. Sadder still, Gray's article tries to destroy the spirit of consensus on civil rights that the compromise bill achieved. We are confident that the American people and the courts will reject Mr. Gray's flagrant effort to rewrite the story for political advantage by asserting a shameful, patently false claim.

The main debate about the bill focused on the so-called "disparate impact" approach to proving discrimination. In 1971, the Supreme Court held in *Griggs v. Duke Power* that employment practices which disproportionately exclude women and minorities are unlawful unless employers show that they serve a "business necessity," and that any employment practice which "cannot be shown to be related to job performance...is prohibited," in *Wards Cove v. Atonio*, the Supreme Court rewrote the rules for litigating disparate impact cases and abandoned the concept of "business necessity." Contrary to what Gray says, the new bill reverses *Wards Cove* in every major respect and codifies a strong version of the disparate impact test—a version that civil rights advocates had sought, and that the administration had opposed. And as the president now concedes, the bill—as was also true of *Griggs* for 18 years—will not lead to quotas.

Stripped of its rhetoric, the debate about the civil rights bill should codify the impact test focused on two main issues: (1) Should employers or job-seekers have the burden of proving whether there is enough justification for a job selection practice even though it has a disparate impact? (2) If employers have the burden, should they have to show that selection practices are significantly related to actual job performance or only to vaguely defined business goals?

On both issues, the language of the new bill clearly rejects the administration's original position. The bill provides that once plaintiffs show a disparate impact, the employer must "demonstrate that the challenged practice is job related for the position in question and [not 'or' consistent with business necessity." Thus, on the first issue, the bill makes clear that the burden of justification is on the employer, not the plaintiffs—a position the administration had previously opposed in testimony before Congress.

On the second issue, the bill could not be clearer that job selection practices must be shown to be significantly related to the performance of the job in question—a flat out repudiation of the administration's longstanding position that such practices should be lawful if related to business goals other than improved job performance.

Over the past several months, this was the central disagreement Sens. John C. Danforth and Edward M. Kennedy had with the administration. The administration repeatedly used the following example to make its points: Employers should be allowed to require high school diplomas of

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all workers even where there was no reason to think that diplomas would make better workers, so long as the employer was trying to encourage community children to stay in school. In the president's letter to Danforth of July 28, Bush stated that the bill would "seriously, if not fatally, undermine the reform and renewal of our educational system by discouraging employers from relying on educational effort and achievement." Sen. Danforth repeatedly characterized his disagreement with the White House: "The question is whether an employer can set up a qualification for employment that has nothing to do with the ability to do the job."

To reach agreement, the administration abandoned this position and accepted the central argument of civil rights advocates: Job selection criteria must be related solely to job performance. Indeed, the final agreement is even stronger than the prior Danforth-Kennedy proposal, since it requires that selection criteria be related to the particular "position" in question, not any one of a "class of jobs" to which an employee may be moved or promoted.

The new bill makes clear that a weak relationship between selection criteria and job performance will not do. There must be a substantial relationship. Gray says that the bill "uses essentially meaningless language from the Americans With Disabilities Act." But that act, and final interpretative regulations issued by the EEOC last July, make clear that there must be a close relationship between selection criteria and actual job performance. Using identical language in the new civil rights bill has the same meaning.

Thus the bill embraces a strong, explicit version of the impact test. And it is fundamentally fair: If an employment practice has a disparate impact on minorities or women, exacerbating their historical disadvantages, then the employer must demonstrate that using that employment practice is significantly related to improving actual job performance. To say, as Gray says, that the final bill "was virtually identical in substance to the president's bill" is, to put it kindly, off base.

Note that no part of our account of the bill draws upon "legislative history." It rests upon the clear language of the new bill itself. All lawyers know that clear, explicit statutory language is better than the best legislative history. Thus we are at a loss to understand why Gray thinks that civil rights groups base their enthusiasm for the new bill on floor statements by senators that are not part of the "exclusive legislative history" of the bill.

That exclusive legislative history, which speaks vaguely about codifying decisions prior to *Wards Cove*, contains absolutely nothing that is inconsistent with the clear language of the bill—which places the burden of justification on the employer, requires the employer to show that job criteria relate to job performance and requires the relationship to be a significant one. The more accurate point is that the language of the bill is clearly inconsistent with the administration's prior positions.

There is, moreover, simply no question that the Civil Rights Act of 1991—in its findings, its purpose and its statutory provisions—rejects *Wards Cove* and every previous administration proposal to codify *Wards Cove*. The bill is fact specifically criticizes *Wards Cove*.

Contrary to Gray's claims, the compromise also represents a significant advance on many other issues. Most important, the administration abandoned its longstanding opposition to damages, awarded by a jury, for victims of intentional discrimination based on race, religion, sex, color or national origin. Indeed, it agreed to a compromise that actually increased the limits on damages from those contained in Sen. Danforth's bill. In addition, the administration finally accepted—without any change whatsoever—the provision overruling the Supreme Court's decisions in *Martin v. Wilks* and *Price Waterhouse v. Hopkins*.

As Paul Gewirtz, a professor of law at Yale University, stated, the "agreement on a compromise civil rights bill won virtually everything that civil rights advocates first sought two years ago."

In his misguided and disingenuous effort to claim victory, Mr. Gray not only mischaracterized the bill's treatment of *Wards Cove* and understated the significance of the bill's other provisions, but also charges that Edward Kennedy, a champion of civil rights and (along with Danforth) the driving force behind the bill, attempted to modify the agreement with the White House at the last minute by changing the legislative history.

This charge is absolutely untrue. The agreed-upon legislative history addressed two specific aspects of the business necessity provision. It did not bar senators from explaining our aspects of

the *Wards Cove* provisions; indeed, senators Orrin Hatch, John Danforth and Slade Gorton all discussed the *Wards Cove* provisions in floor statements on the same day Sen. Kennedy made his statement. Any person who has read the agreed-upon legislative history can see that Kennedy's statement did not contradict this language, and Danforth has stated that his understanding of the agreement with respect to the *Wards Cove* provisions is the same as Kennedy's understanding.

In the end, President Bush wisely decided to ignore the advice of Mr. Gray and a few other administration officials and to accept the bipartisan compromise on civil rights. He put behind him the destructive and divisive tactics opponents have employed over the past 18 months.

The president should be proud of the bill he is supporting, but not because his side "won" and the other side "capitulated." He should be proud because he, even though belatedly, returned the party of Lincoln to a position of supporting strong civil rights protections, and with that he helped to move civil rights issues back where they belong: as part of our national consensus, not one of our national divisions.

What maddens us most about C. Boyden Gray's op-ed piece is that it attempts to rip that consensus apart just as it was forming again. This ill-serves the president. And it ill-serves the country.

William T. Coleman Jr., secretary of transportation from 1975 to 1977, is chairman of the NAACP Legal Defense and Educational Fund. Vernon E. Jordan Jr. is a Washington attorney and former president of the National Urban League.

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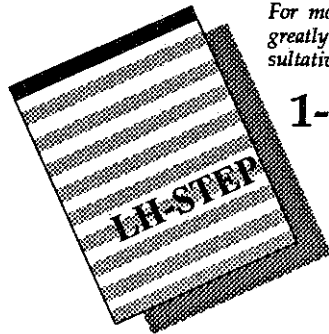


Melany E. Baehr, Ph.D. (left), and Donald M. Moretti, Ph.D. (right), I.O. psychologists and members of London House's research and development staff. Dr. Baehr, APA fellow, developed the LH-STEP system in conjunction with the University of Chicago. Dr. Moretti is administrator of the LH-STEP.

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EEOC Rules on the Americans With Disabilities Act: Will We Still be Testing?

Dianne C. Brown
Science Directorate, APA

Some confusion surrounding EEOC's rulemaking on hiring individuals with disabilities has spread among test publishers, psychologists and human resource professionals. The rumor is fast spreading that EEOC's final rulemaking prohibits the use of personality tests. In fact, one human resources professional who called APA noted that he had been advised by a lawyer to discontinue employment testing and replace it with job interviews! EEOC's rulemaking does not state anywhere that personality tests cannot be used to screen applicants. The regulations are clear that an employer may not use tests or other selection criteria that screen out individuals with disabilities, on the basis of the disability, unless it is shown to be consistent with business necessity and job-related for the position in question. Part of the confusion seems to have stemmed from some misunderstanding of testimony submitted to EEOC on their proposed rulemaking. That testimony was on target in trying to clarify an issue that will only be ironed out in EEOC's Guidance on its regulations, due to be published by July 1992.

The issue related to whether or not psychological tests are (or will be) considered medical examinations or inquiry. The rules state that no medical examination or inquiry may take place pre-offer, but may take place post-offer and before an individual begins work. This job offer can be contingent on the results of further screening if it is applied equally to all applicants in the same job category. Any selection criteria used during this period in the selection process to screen out an individual with a disability must be job-related and consistent with business necessity.

If it is determined that psychological tests (cognitive abilities tests, personality tests, etc.) are medical examinations, then they will be subject to the same requirement to be administered only after a contingent offer of employment is made, but before an individual begins to perform the job. Subsequently, if an individual with a disability is rejected for employment based on the results of the test(s), the test(s) must be job-related and consistent with business necessity.

EEOC has not yet determined whether psychological tests are medical examinations. This issue will be clarified in EEOC's Guidance on the ADA regulations which are scheduled to be completed by July 1992. APA and SIOP have offered EEOC their assistance and expertise in making these determinations regarding psychological tests.

After More Than Twenty-five Years Of Adversarial Litigation, Is It Time For The Collaborative Expert Model?

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After the 25th anniversary of Title VII of the Civil Rights Act of 1964, and on the eve of the attempt to pass the 1991 Civil Rights Act it is appropriate to reflect on the highly publicized profile of psychologists in the fair employment field. This article will examine the role into which the I/O psychologist who works in the area of employment testing has been thrown and an alternative model which has the potential for making a more powerful contribution to employers and employees. Before looking at the collaborative model, a brief review of the traditional series of events in a fair employment case will provide a context for the alternative model.

The Adversarial Expert Witness Model

In this body of court cases, parts of the following scenario were repeated over and over again. A person or group of persons who believed that they were discriminated against in hiring or promotion brought charges before the Equal Employment Opportunity Commission. After certain statutory requirements were met, they could bring suit in Federal Court under Title VII of the Civil Rights Act of 1964 as amended.

During those court proceedings, the psychologist who was the expert witness for the organization would present his or her review of the testing processes and the employer's compliance with the then current guidelines and professional standards and guidelines. (Currently the professional standards are the *Standards for Educational and Psychological Testing* (American Educational Research Association, 1986), and the *Principles for the Validation and*

Use of Personnel Selection Procedures (Society of Industrial/Organizational Psychology, 1987, Division 14 of the American Psychological Association). The testing specialist for the employer would be questioned by attorneys for both the defending organization and the plaintiff. Next the testing expert psychologist for the plaintiff would examine the same or similar data and point to the areas where the testing procedures either violated some of the elements of the guidelines and testing standards or simply failed to meet those standards.

The judge then would make a decision regarding the employer's compliance or lack of compliance with Title VII, with respect to the validity of the test, the adequacy of the way it was used, and the availability of suitable alternatives with less adverse impact. This body of employment cases resulted in a number of consequences. One of the results is the improvement of the quality of service provided to an organization by a testing expert. The *adversarial expert witness model* has brought poor testing practices out in the open and communicated to employers that some testing practices are fair and valid but that selection procedures that fail to meet basic professional standards and lead to the rejection of disproportionate numbers of protected class members are not acceptable. Another benefit to the employers and to society is the increase in the amount and level of employment of talented minorities and women who, without the benefit of fair employment legislation, would have continued to work in lower level jobs where their abilities would be wasted or remain unemployed and thus a drain on the welfare system.

At the same time this *adversarial expert witness model* has created a climate which has not always served the best interest of psychology nor the application of sound testing procedures. Just a few of the negative results of the *adversarial expert witness model* are discussed here.

First of all, there has been the spectacle of two psychologists looking at the same or similar data and coming to contradictory conclusions. The results in many cases have been a communication to the legal system and society in general that professional standards for sound testing practices are nebulous and ill defined.

Second, the cost and sometimes inordinate delays in bringing the cases to a conclusion have led to a denial of justice to those who have been discriminated against, large back pay claims against employees, and legal fees and other costs for both parties. The authors see the merit in the benefits of the adversarial method and wish them to continue, but also wish to point out a negative by-product of unfounded discrimination suits and the defense of unprofessional selection procedures.

While responsible agencies such as the EEOC, the Department of Justice, and civil rights organizations do not usually take unfounded suits to court, there are individuals along with their attorneys who attempt such a court action. The size of damages paid to successful plaintiffs, including back pay,

as well as the prospect of employment or promotion or legal fees, has sometimes led to frivolous suits.

An Alternative to the Adversarial Expert Witness Model:

Over the past decade the present authors have observed and participated in a number of applications of an alternative expert witness model which has a number of benefits and appears to be growing in its frequency of use. It began, to the best of our knowledge, as a result of an order by the Appellate Court in a St. Louis legal case (*Firefighters Institute for Racial Equality (F.I.R.E.) et al. v. City of St. Louis*. 549 F.2d 506 (8th Cir.). Cert. denied. 434 U.S. 819, 1977).

The case focused on the city's failure to develop a procedure which would comply with existing legal standards for promoting fire fighters to the rank of Fire Captain. A number of court decisions had been made in the case over a six or seven year period. The results were that the Fire Department still did not have a promotion procedure which would, as one judge put it, "pass muster."

During the earlier litigation (1974-1979) the *adversarial expert witness model* had been played out repeatedly. At one point after the 8th Circuit Court of Appeals had again overturned the District Court's upholding of the city's promotion procedures, the District Court judge called the parties into his chambers along with their respective expert witnesses.

He instructed the expert witnesses to meet *without lawyers* and to "come up with a system with which all of the expert witnesses were satisfied and could agree to." This was to be done "before the process was implemented." Although there was some initial resistance to the arrangement, the committee was formed and subsequently labeled the "Test Expert Committee (TEC)." TEC was chaired by the testing specialist for the City and included representatives of all the parties in the suit, the Department of Justice, the Union, and F.I.R.E., which was the group representing Afro American (Fire Institution For Racial Equity). Each litigant was represented by a selection expert whom they selected.

Implementation Of The Collaborative Expert Model

The Context

The City of St. Louis, like many other large cities, had a history of racial discrimination in the promotion and assignment of personnel within the fire service. All black fire houses, all white fire houses, and a total of four of the 194 fire captains being black in 1974, in a city where 38% of the city population was black—were just a few of the more dramatic indications of racial discrimination. As the fire stations became integrated, the result of the above conditions was a great deal of frustration in the fire houses which by the nature of close quarters in which they lived and worked, led to the development of substantial racial tension. Added to this situation was the perception by the

black fire fighters that the department's promotional exam was part of the department's continued effort to keep black fire fighters in a subordinate role. This was matched by the white fire fighters' perception that the black fire fighters' efforts to have the exam declared invalid by the court would require that the department promote a quota of black fire fighters.

When the City sought to establish a promotional selection system to the rank of Fire Captain without including the assessment center recommended by the Consultant to measure management or supervisory skills, the Justice Department sought and eventually obtained an injunction prohibiting the City from using the promotion list which was based on the "flawed process," mainly a multi-choice test of job knowledge (*Firefighters Institute. Etc. v. City of St. Louis. 549 F.2d 506 (8th Cir.). Cert. denied. 434 U.S. 819, 1977*). This phase also included a number of subsequent attempts by the City to solve the problem using internal resources (1974-1979).

The Solution

The Adversarial Phase. In 1973, prior to the utilization of what will be labeled the *collaborative model*, the City had hired psychologists to conduct job analyses and develop valid selection systems for a variety of positions in the city, but particularly positions in the fire services.

The Collaborative Phase. In this specific situation the four test experts, which included three I/O psychologists and a retired Fire Executive from another city cut together a comprehensive selection system. All of the members of the Test Expert Committee (TEC) approved of the process they created before it was implemented.

Each member had the opportunity to voice his opposition or support of each component of the process or the system as a whole. Over a period of a year or more the TEC developed and agreed upon a promotional process which was implemented. The total system had no adverse impact and the St. Louis Fire Department continues to use the process on their own.

The collaborative model can be structured in two ways. The first is the assigned collaborative model. In this model each expert represents one litigant or party (e.g., The Justice Department, etc.). In the non-assigned collaborative model the experts do not represent any specific litigant or party. Under the non-assigned model, a number of selection specialists or experts are agreed upon by all of the litigants (e.g., the Union, Blacks, Hispanics, females, etc.). All litigants agree to adhere to the recommended promotion/selection process and the results it produces.

Table 1

The Strengths and Weaknesses of the Adversarial and Cooperative Expert Models

<u>ADVERSARIAL</u>	
<u>Strengths</u>	<u>Weaknesses</u>
- The plaintiffs get their day in court-- Time wasted	
- The defendants get their day in court -- Money wasted	
- The procedure fits within the existing-- Probability of success sometimes limited	
- The spectacle of two psychologists coming up with diametrically opposed conclusions on the same data	
- The impediment to trying something new *	
- More susceptible to a real challenge	
<u>COLLABORATIVE</u>	
<u>Strengths</u>	<u>Weaknesses</u>
- Both plaintiff and defendant have their-- There are no guarantees that experts representative in the creation process will agree and the resultant drop in complaints-- Legal challenges can slow down the by the candidate process	
- Each expert brings a speciality to the process as well as the right to challenge the other expert.	
- Less likely to be challenged	
- Redirects funds that would be spent on litigation to improving fairness and validity of the selection procedures	
- Saves money	
- More acceptance by all parties	

*When a selection or promotion system is being developed with the plaintiff's attorney and test expert looking for reasons to overturn the process, the existing work climate focuses on "sticking to the use of proven procedures and avoiding the inclusion of any selection compliments which have not been used in the past even though they have the potential of adding validity to the selection system."

Since the completion of the project in St. Louis, the authors have participated individually or as part of similar committees in other jurisdictions from New Jersey to San Francisco. The nature of the relationship with the employer ranged from the active cooperation and participation at the test development level experienced in St. Louis, to significant lack of involvement and resistance by the employing jurisdiction. In other cases, representatives of the employing agencies participated by providing access to personnel and administering the tests, but had varying involvement in the development process. In one case, the employing agency has refused to participate in the administration of the tests presenting almost insurmountable difficulties for the test experts who are likely to be from out of town, and have no access to the resources needed for mass administrations of the tests.

The most successful application of the procedure requires the participation of the employer. When it is cooperative, they can expedite the process and help to gain the active participation of Subject Matter Experts and supervisors, and those who will be taking the test.

Furthermore, in those situations in which the personnel of the employing agency took no part, it is almost certain that the failure to develop the necessary skills in a series or just one internal employee(s) means that the agency will not be able to replicate, much less improve on, the process developed by the external test experts the next time a selection or promotion process is required. A benefit of the collaborative mode is continuity in future examinations as described above. Each litigant's expert has approved this system. It is likely that they will accept the system in the future.

A potential problem with both models is the lack of good faith by one or more of the parties. This problem can take the form of a superficial willingness to participate in the cooperative expert witness model. The problem arises when one or more parties begin withholding resources needed by the TEC.

For example, in one city the authors were denied local manpower to run routine job analysis interviews. This obstructionistic behavior is an annoyance and is used by some parties as an indication that the cooperative model is not working.

The above problem appears to be more likely when you are using a non-assigned cooperative model. Under this arrangement, the individual experts functioned as a group and had no special tie with one litigant as opposed to another. When an assigned cooperative model is used, the obstructionistic tactics can be tied to one or more parties and dealt with more directly. When a non-assigned model is used this is more difficult.

One other problem which could come up but has not done so to this date is the failure of the experts to agree on a given point even after attempts at resolving the differences in their professional judgement.

Summary

The role of a test expert has been filled largely by I/O psychologists for more than twenty-five years. The more traditional adversarial expert witness model has achieved some success but has on some occasions resulted in organizations, individuals, and agencies receiving less than the most effective, useful, and valid predictor system. In addition, attorneys' fees and consultants' fees and the time consumed by each have been much larger than they need to be.

The Collaborative Expert Model can be used in a proactive way in some cases when there is mistrust among potential litigants of the testing situation. This model merits consideration in the type of testing situations such as the one just mentioned. The benefits of the collaborative method have been described in the article. One benefit bears repeating. In the past the collaborative

effort has occurred as a result of litigation. When the collaborative method has been applied it has frequently resulted in the elimination of future litigation.

In fact, although it has not yet occurred (to the author's knowledge) there is the possibility that *potential litigants* could proactively adopt the collaborative model and avoid litigation altogether. More specifically there are some situations in which there is suspicion and great mistrust between the employer and one or more groups representing the employees. Under such circumstances the employing organization and the potential plaintiff (e.g. minority group, female group, union, etc.) may wish to either a) have the test expert selected by a joint committee made up of members of both potential litigants or b) have each of the above parties select their own expert. While such an arrangement may seem expensive to some readers, relative to the cost of expensive court costs and work delays as well as having officers act at a higher rank in the police safety setting (an arrangement not liked by fire and police officers) the cost may be low.

In some of these situations expensive court actions can be avoided by a proactive choice to select a group of experts representing the interests of the litigants *before* the process is developed and implemented. More specifically many situations exist in which there is a history of mistrust on the part of employees and a number of employee representative groups regarding the employer's promotion policies. In those situations where that supervision has grown to such proportions that a costly legal battle appears inevitable, the collaborative model may have both: 1) the potential to avoid a costly and bitter legal battle and 2) generate credibility in the employer's promotion system. In such situations, management's selection of an outside test expert may not be a sufficient response to the previously mentioned historic distrust by the employees of the employer's good intentions. These feelings are represented in such phrases as "If the test expert is selected and paid for by management, then s/he is going to be predisposed to place management's interest over the employee's interest, in developing the promotion system."

Under these conditions, the employee group could be asked to select their own qualified test specialist. Both specialists should be agreeable to both management and the employees. The charge to the two test specialists is simply to develop a viable selection/promotion process that meets the standards laid out in such documents as, *The Standards*, *The Principles* and *The Uniform Guidelines*. While hiring two experts may appear expensive, the authors submit that in most cases it would be a fraction of the cost involved in time, money and better morale which would be generated by the alternative, a protracted legal battle.

While all of the authors' experiences with the collaborative model have been in the public employment sector and it is more likely to occur there, no impediment exists for such a model succeeding under similar conditions in the private employer sector.

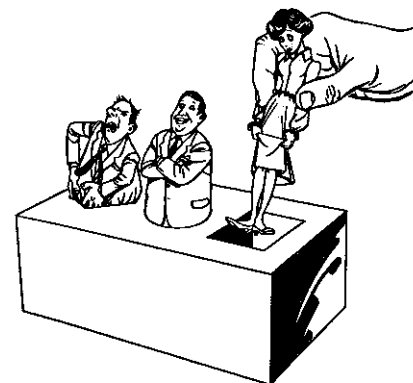
Fair employment testing was born as a result, in part, of misuses of tests. This was mentioned in the beginning of this article. After more than twenty-five years of litigating Title VII, implementation of the collaborative model could be an initial step toward increasing the role which testing specialists play in an organization's use of employment testing. This could also become an occasion for the reduced need for legal action in the overall field of selection and promotion within organizations. When the working climate changed there was a drop in the perceived need for unions. It is hypothesized that the employment testing arena is undergoing a change which may require fewer efforts by attorneys in the overall field of fair employment.

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Future SIOP Conferences

SIOP Conference—Montréal, The Queen Elizabeth	April 30 - May 3, 1992
SIOP Conference—San Francisco, San Francisco Marriott	April 29 - 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
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HISTORY OF I/O PSYCHOLOGY AT NYU¹

Raymond A. Katzell²
New York University

The inception of the doctoral program in Industrial and Organizational Psychology at New York University can be traced to the appointment of Douglas H. Fryer as Assistant Professor of Psychology in 1924. Fryer had taken his PhD at Clark University in 1921, where he was exposed to the pragmatic ideas of G. Stanley Hall and James Baird. His applied inclinations had been fostered by a stint in the Army's Morale Branch during WWI. His first post-doctoral position was as a vocational counselor with the Brooklyn YMCA, from where he moved to the University of Utah before coming to NYU.

For NYU, as at other universities at the time, the term "program" would be rather grandiose. There were no "programs" in I/O psychology, or indeed in any branch of the field, prior to WWII. Graduate education in the liberal arts and sciences was pretty much an add-on to the main business of educating undergraduates. Few psychology faculties had more than 10 members, and in many places they were still attached to the department of philosophy. All doctoral students in a department studied basically the same curriculum, typically composed of a meager menu of seminars. To the extent that there was specialization, it was afforded mainly by one's research and dissertation topics, which in turn depended on the professor under whose wing the student chose (or was assigned) to work.

Fryer's proclivities toward applied psychology for the first years after arriving at NYU were channeled mainly into his research and writing, which included the landmark book, *The Measurement of Interests* (Fryer, 1931). When Edwin R. Henry joined the NYU faculty in 1931, after receiving his PhD from Ohio State, the two formed a nucleus around which graduate students with applied interests could gather. Rensis Likert also joined the department about that time, but went into industry after a couple of years. Joseph V. Hanna was another member of the faculty with related interests; principally a vocational psychologist, he was co-author with V. E. Fisher of a pioneering book entitled *The Dissatisfied Worker* (Fisher & Hanna, 1931). Doctoral specialization was still provided mainly via research and dissertation work, as formal graduate courses in I/O psychology were not offered until after WWII.

NYU's pre-WWII graduate students who went on to careers in industrial psychology included Sydney Roslow (PhD, 1935), Alfred J. Marrow (PhD, 1937), Milton L. Blum (PhD, 1940), Matthew J. Murphy (PhD, 1940), and Raymond A. Katzell (PhD, 1943). With the exception of Murphy, all had completed their dissertation under Fryer.

Fryer played another noteworthy role in the history of our field. Incredible as it may seem today, in the decades preceding WWII, psychology as a field

and a profession was dominated by academic "pure" psychologists. They controlled APA and regional associations, shaped the curricula and faculties of psychology departments, and determined the careers of their graduates. Fryer provided leadership to applied psychologists—a small fraction of the total—who chafed under those strictures (National Committee, 1937). Their rebellion culminated in the formation in 1938 of the American Association for Applied Psychology (AAAP), of which Fryer was elected the first president. To accommodate the diverse interests of applied psychologists—clinical, counseling, and educational as well as I/O—AAAP devised a divisional structure which served as the framework adopted by APA when the two societies merged in 1947. Interestingly, the more recent rebellion against APA, which led to the founding of the American Psychological Society, is a manifestation of the reversal of dominance between "scientific" and "practitioner" factions. The tensions between Division 14 and APA, reflected in the former's incorporation as the Society for Industrial and Organizational Psychology, may be attributable in part to similar causes.

Graduate education in psychology at NYU was much curtailed during WWII, since many of the students went into war-related pursuits, as did Fryer and Henry, too. Their edited 2-volume *Handbook of Applied Psychology* (Fryer & Henry, 1950) initiated about 1940, therefore was not published until after the War.

One of the aftermaths of the War was the explosive growth of higher education generally, and psychology in particular. Graduate education in psychology likewise prospered, abetted by funds provided by various agencies, including the Veterans Administration and especially the National Institutes of Mental Health. The latter adopted the policy of providing doctoral training grants not to psychology departments in general, but rather to certain designated specialty areas. These crystallized in "programs" as we know them today.

In graduate departments of psychology, specialty areas like I/O that were not supported by training grants also began to be called "programs." That was the case at NYU when Fryer returned there in 1946. The number of graduate students interested in the field increased markedly, as its visibility had become brighter as a result of military applications. J. N. Farr joined the psychology faculty soon thereafter, and devoted part of his time to the burgeoning I/O program. However, much of the graduate instruction in I/O psychology during the late 1940's and early 1950's was provided by adjunct professors drawn mostly from the New York branch of the Adjutant General's Office (AGO) and the consulting firm of Richardson, Bellows, Henry and Co. (RBH). Those adjunct faculty members included Robert Wherry, Harold Edgerton, Raymond Katzell, and Edwin Henry, whose post-war career had been re-directed into full-time employment in government and industry.

Fryer, who had been consulting with RBH during that period, resigned his tenured position at NYU in 1952 in order to accept full-time employment with that firm. For the next few years, the I/O faculty at NYU consisted of Farr plus various adjunct faculty, including the part-time services of Fryer. In 1957, after Farr had left to become a consultant, NYU decided to re-staff its I/O program with full-time faculty. Katzell, who had served on NYU's adjunct staff while at RBH, and who earlier had been at AGO, the University of Tennessee and Syracuse University, accepted NYU's offer of a professorship, with the mandate of re-building the I/O program. In the following few years, Richard S. Barrett, Joseph Weitz, Abraham K. Korman, James J. Kirkpatrick, and Robert B. Ewen were added to the faculty, partly supported by "soft money" supplied by research grants. For example, Kirkpatrick, Ewen, Barrett and Katzell (1968) were engaged in one of the earliest investigations of differential validity and fairness of employment tests on the basis of a grant from the Ford Foundation.

Weitz's untimely death and the departure of others created staff vacancies in the 1970's that were filled by Jan P. Wijting, Samuel Shiflett, Karen Lyness and John K. Kennedy. Katzell, who had reduced his involvement in the program while serving as head of the psychology department from 1963 to 1972, resumed the role of I/O doctoral program coordinator that had been filled by Weitz. Attrition during the following decade created opportunities for the appointment of Madeline Heilman, Richard Guzzo, and Kevin Murphy. As Katzell phased into emeritus status, Heilman was appointed program coordinator. In addition to Heilman and Katzell, the I/O faculty currently includes Richard Campbell, Susan Jackson, Loriann Roberson, and Jeffrey Vancouver. In addition, Donna Thompson and James Austin had temporary appointments in recent years.

Starting in the 50's, NYU was among the earliest I/O programs to build a formal one-year internship into its doctoral curriculum. The New York City environs provided fertile ground for internship sites that could furnish supervision by *bona fide* I/O psychologists. Among the first of these were AT&T, IBM, Metropolitan Life, Prudential Insurance, Citicorp, and Standard Oil of New Jersey, to be supplemented over the years by a number of others. Most students, in addition to their paid internship, also obtained experience and financial support by serving as research or teaching assistants.

So, what had started prior to WWII as a concentration in I/O psychology defined essentially by a doctoral student's apprenticeship under one or two industrially oriented professors, two decades later evolved into a rich curriculum featuring work under several I/O mentors, an internship, and a set of courses and seminars on such special subjects as personnel assessment, training, work attitudes and motivation, organizational psychology, and professional practices, in addition to courses in related subjects like statistics, research design, personality, social psychology, etc.

It is of historical interest to note that, although not specifically I/O psychology, there have also existed at NYU several related programs centered in units outside of the psychology department. The School of Business Administration has offered doctoral work in organizational behavior since the early '60's; current members of its doctoral faculty include Richard Freedman, Zur Shapira, Randall Schuler, William Starbuck, Steven Stumpf, and Dale Zand. At the School of Education, doctoral training has long been offered in various fields of applied psychology, and some of their graduates eventually pursued careers in the I/O field. Training and research in human factors was conducted under the auspices of the School of Engineering for some 20 years following WWII.

As we have seen, by WWII NYU's output of PhD's in I/O psychology had totaled a mere 5 (quantitatively speaking, of course). Between 1945 and 1959, during what we may call the middle period, twice that number was graduated. Between 1960 and 1990, the number escalated to 85 additional PhD's, for a grand total of an even 100. Their dissertations have enriched the literature on virtually every aspect of I/O psychology, and have included receipt of SIOP's S. Rains Wallace award and honorable mentions. Alumni have gone on to noteworthy careers in academia, industry, government, and consulting. The faculty's research, writing, consulting, and participation in professional affairs, in addition to the training of students, have contributed significantly to the science and practice of I/O psychology, and thereby to the welfare of society.

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Footnotes

¹ This is one of a series of articles on the history of I/O doctoral programs initiated prior to World War II. The series is a project of the SIOP Task Force on History and the Centennial and is under the coordination of Edward L. Levine.

² James F. Austin, Madeline Heilman, Susan E. Jackson and Dale Zand furnished helpful advice to the author.

A Conversation with C. H. Lawshe

Craig J. Russell
 Purdue University

I recently had the pleasure of spending some time with Dr. C. H. Lawshe, Professor Emeritus, Department of Psychology, Purdue University, and past president of SIOP. Dr. Lawshe received his Ph.D. in psychology from Purdue University in June of 1940 under the guidance of Dr. Joseph Tiffin. His doctoral thesis, titled *Psychological studies of some factors related to driving speed on highways* and funded by the Indiana State Highway Commission, launched him into a career path characterized by alternate periods of research/teaching and practice in applied psychology. As in my earlier conversation with Dr. Morris Viteles (TIP, February, 1991), I became fascinated with the different ways in which Dr. Lawshe applied his training and with the many influences that shaped those applications.

Dr. Lawshe's career is best described in four stages. His pre-doctoral stage lasted from his receipt of a bachelors degree from Purdue in 1929 to receipt of his Ph.D. and first postsecondary education academic appointment in 1941. During this period Dr. Lawshe was first employed as a motion picture theater manager. This ended quickly as the economic effects of the depression caught up with Logansport, Indiana. Unable to find employment, he and his bride were forced by necessity to move in with his parents while he attended two terms at Marion College (now Indiana Wesleyan) to earn his teacher's license. From 1931 to 1941 Dr. Lawshe taught in Indiana high schools, while completing a master's degree in education (and two additional summers) at the University of Michigan during the summers. The master's degree enabled him to move into administration as a high school principal. While the major focus of Dr. Lawshe's efforts during this period revolved around economic security, he became interested in pursuing a Ph.D. At the age of 30 he quit his position as an English and journalism teacher at Evansville's Bosse High School in hopes of obtaining an appointment at the University of Michigan that would permit him to pursue his doctorate (while the Michigan faculty were encouraging, no promises had been made). Stopping at his in-laws in West Lafayette, he walked over to the University to visit with a former English professor and learned of Dr. F. B. Knight's arrival from the University of Iowa to head the newly created Division of Education and Applied Psychology. After a chat with Dr. Knight, the then future Dr. Lawshe came out with an appointment and aborted his doctoral career at the University of Michigan before it began. Dr. Lawshe was assigned to Dr. Tiffin and finished his dissertation during the 1939-40 school year which he spent as the principal of a trades school—the Mechanic Arts School in Evansville, Indiana.

Dr. Lawshe accepted a visiting professorship in Purdue's Division of Education and Applied Psychology in 1941, where he entered the second stage of his career performing scholarly research and teaching. Starting with the five published articles he generated out of his dissertation, Dr. Lawshe generated 68 refereed journal articles during this period, was advisor to 49 doctoral degree recipients in the department (and many more master's degree recipients), authored or coauthored 10 books, and served as president of SIOP in 1958. One of his early students, Robert Guion, also has served as SIOP president. After three successive one year appointments, Dr. Lawshe was appointed to a continuing position.

It would be difficult if not impossible for me to summarize Dr. Lawshe's experiences during this period. I have learned that no matter how structured and consistent one's questions are, the influences on early I/O psychologists (i.e., the depression, World War II, etc.) were so diverse that any attempts at post hoc interpretation sound lame. Fortunately, at Dr. Paul Thayer's request, Dr. Lawshe has recently written an autobiography that includes a retrospective on what he learned from his experience about the making of a good applied psychologist. He has given me permission to reprint it below:

"What makes a good applied psychologist? I can not answer the question in a generic sense. I think I can answer the question, 'What made me a good applied psychologist?' In addition to a good grounding in general psychology, seven characteristics come to mind.

- Possessing a high level of general cognitive ability.
- This is a given. Anyone who is going to deal with psychological constructs must be able to function at a high level of abstraction. But, there are many many people who have this and who are not good applied psychologists.
- Understanding the world of work.
- There is a pedagogical adage: A person can not teach that which he does not know. So, a person must know psychology, but he must also know industry. This is one place where I have had a great advantage over many people.
- Distinguishing between the relevant and the irrelevant.
- Here, I have had a great advantage. The greater the breadth of one's exposure, the more he is able to develop a system of values that help him say, 'This is unimportant.' The narrower the track which he pursues, the more important unimportant things seem.
- Writing clearly and concisely.
- Someone once said, 'There is no such thing as unclear writing; it is unclear thinking.' I've always believed that if one can think clearly and logically, he can write clearly.
- Finishing what you start.
- Since my first job, persistence has been my trademark. First of all, I don't undertake everything. I subscribe to the doctrine of the possible. When I undertake something, I stay with it until it is finished. Much of what I have accomplished is the product of dogged persistence.
- Practicing good work habits.
- All any of us have is time. If we fritter it away, we never recover it. Time management has been my forte. This involves the effective use of secretaries and others to do what they can do as well (or better) than I can. This, of course, involves training and delegation, something that most individual contributors generally do very poorly.
- Willingness to work on someone else's problem.

- Many people are so immersed in their own agendas that they can not, truly, accept another's problem. They are always thinking, 'Gee, this is a good place to test an hypothesis,' regardless of whether or not it is relevant to the problem. They tend to lead clients down pathways of confusion and obfuscation."

One anecdote mentioned by Dr. Lawshe was a practice he used to help himself write clearly and concisely. After completing a manuscript, he would have a senior doctoral student sit and read the manuscript out loud to him. Pauses, hesitation, and/or outright confusion were ready indicators of unclear passages. Our more cognitively oriented colleagues might recognize this as an early form of protocol analysis, attempting to capture the cognitive processes of a surrogate reviewer population!

The third stage of Dr. Lawshe's career involved a move into the upper administration of Purdue University. The president of Purdue University in 1958 asked Dr. Lawshe to assume responsibility for all on-campus continuing education and the four branch campus', then called "extension centers." Dr. Lawshe made the break complete, never attending another APA meeting and not entering the psychology building for a full five year period. He felt that he could do one or the other, but not both, well.

Dr. Lawshe's prior managerial experience included managing a movie theater and two stints as a high school principal. Many of us have observed senior faculty "selected" for administrative positions for reasons that are at best difficult to discern. Many of us have had to live with the performance of these individuals for a long time. As Dr. Lawshe states, most academic administrator's "don't know diddly poop about management." Dr. Lawshe's prior managerial experience seems to have served him well—by all accounts, his 16 years as a top level academic administrator was one of the refreshing exceptions to this trend. When asked why he made this transition, Dr. Lawshe explains that he wanted to see if the stuff he had been teaching all those years really worked.

During this period the branch campuses became free-standing, degree-granting institutions. The faculty increased by almost 500%, while the main campus extension program served over 88,000 adults during his last year. These figures hide the substantial effort required to build a faculty, build a stand alone curriculum that was not just a feeder program to the main campus, branch out into new markets addressing the graduate training needs of employed professionals, and oversee land acquisition and 58 million dollars in capital expenditures on new facilities. During this period Dr. Lawshe also oversaw the development of a new undergraduate School of Technology on the main campus, acting as its Dean until being appointed one of the five Vice-Presidents of the University in 1966. Probably most telling of this period in his career, five of his subordinates during this period went on to accept posts as college presidents.

The fourth stage of Dr. Lawshe's career was initiated in 1974 when he was forced to retire from Purdue at age 66. Pushed by renewed interest in personnel selection due to the EEOC, Dr. Lawshe became immersed in his original

field of study. For the past sixteen years Dr. Lawshe has been actively involved in a consulting practice developing and evaluating selection programs. He walked me through the key points in his Technical Report #132 in which he developed and evaluated a selection system targeting entry level industrial employees at a *Fortune* 100 firm. He currently has a number of proposals under consideration—I don't imagine him slowing down any time soon.

Dr. Lawshe's most pointed observations regarding current selection practice involve the large shifts in the composition of industrial labor markets and their effect on selection systems. The vast majority of high school graduates in this country now obtain some college education and enter careers in service and quasi-professional roles. This was not true as recently as thirty years ago, when most high school graduates (and the larger percentage of nonhigh school graduates) went into blue collar industrial positions. Indeed, this shift in labor markets encouraged the U.S. Department of Labor to drop the terms "blue collar" and "white collar" from its official publications in the mid-1980's.

This change in labor force composition has been directly felt in job design. Regardless, as job designs evolve to reflect the skill pool composition, selection systems must change. These changes involve more than simply lowering the cut score on some general cognitive skills test. Tests targeting specific skills such as reading technical manuals, performing problems in selected domains of elementary mathematics, etc. need to be developed to meet this change in the applicant pool's skill profile. Dr. Lawshe particularly appreciated hearing about Tom Trent's recent finding that, for at least one applicant pool faced by the Navy, capacity to detect demand characteristics in a biodata test and alter the response in the "correct" manner was a very accurate predictor of performance—in effect, the biodata test was being co-opted into a cognitive skills test with a very low cut score by the nature of the Navy's applicant pool (Trent, Atwater, & Abrahams, 1986; Trent, 1987).

In addition to his consulting activities, Dr. Lawshe has resumed writing for scholarly journals. Most of us involved in selection research are well aware of his 1975 *Personnel Psychology* article entitled "A quantitative approach to content validity." His recent focus has been on inferences drawn from tests (Lawshe, 1985) and fairness in employee selection (Lawshe, 1983, 1987).

Finally, by the time this article appears, Dr. Lawshe will have received the Professional Practice Award at the 1991 SIOP meetings in St. Louis. His performance in the roles of scholar, teacher, practitioner, and consultant during his career make this award well deserved. Again, as with my conversation with Dr. Viteles, the viability of alternate career paths was made much more salient.

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Harold E. Burt

1890-1991

Harold E. Burt, a pioneer in industrial psychology, died on August 15, 1991 at the age of 101. He is survived by his son, Benjamin P. Burt, Emeritus Professor of Chemistry, Syracuse University, and his grandson, Ben Burt, Jr., winner of four Academy Awards for sound design for Spielberg films.

Born April 26, 1890 in Haverhill, Massachusetts, he received a B.A. from Dartmouth College in 1911. Burt took his first psychology course with Walter V. Bingham, deciding then that teaching would be his career. He received his A.M. (1913) and Ph.D. (1915) from Harvard, where his lab partner was Sidney L. Pressey. In his view, Hugo Munsterberg was his mentor at Harvard, as he worked extensively with him. Officially, (and unwillingly) he was assigned to H.S. Langfeld, and completed his dissertation under him. He was an instructor at Simmons College and Harvard from 1915-17, and served in the U.S. Army Air Service in 1918. In 1919, he went to Ohio State, and served as an Instructor from 1919-1921, Assistant Professor from 1921-23, and as Professor from 1923-60. He was Chair of the Psychology Department from 1938-1960, when he retired, and in that role was responsible for much of its growth.

Burt's scholarly interests ranged wide, as did his interest in life. He is best known for his contributions to industrial psychology, primarily through his books *Principles of Employment Psychology* (1926/1942), *Psychology and Industrial Efficiency* (1929), and *Applied Psychology* (1948/1957). He also contributed to consumer and forensic psychology with *Psychology of Advertising* (1938), and *Legal Psychology* (1931), and to aviation psychology through his research (Burt, 1918), and as the first chair of the APA Committee on Psychological Problems of Aviation. Less well known is his book *Psychology of Birds* (1967). Finally, readers might remember his study of his son's memory of Greek passages from Sophocles read to him between ages 15 months and 3 years of age, and relearned at age 8 1/2 years along with unfamiliar passages of similar difficulty (Burt, 1932).

He taught throughout his career, including the 22 years he was Chair. According to Wherry, he supervised 28 M.A. and 30 Ph.D. students, including four who later became presidents of SIOP: Carroll I. Shartle, Edwin A. Fleishman, Donald L. Grant and Paul W. Thayer. We could find only 28, and believe

Burt may have "signed off" on two others to yield Wherry's figure. (Table 1 gives our complete list.) One of his doctoral students was Frank Stanton, later president of CBS. The affection with which many students held him is best illustrated by Stanton's message to him on his 100th birthday, "During our days at OSU you were teacher and friend. You enriched our lives and we are forever grateful for your wise counsel and caring help." Ruth and Frank Stanton then presented Burt with a special birthday gift, a \$1.25 million endowment to fund the Harold E. Burt Chair in Industrial Psychology.

As noted by Austin (in press), the graduate program stressed a solid base of general psychology with relatively few specialty courses in I/O. Along with Shurtle, Toops, and Wherry, Burt turned out a large number of people who had an impact in industry, government, military, consulting, and/or academic sites. In addition to those mentioned above, they include: D.G. Paterson, Harold Edgerton, Bob Wherry, Sr., Ed Henry, Roger Bellows, Ralph Stogdill, Bob and Evelyn Perloff, Al Glickman, Lorie Eyde, Richard Gaylord, Leonard Gordon, Ben Winer, Jack Bartlett, Jon Bentz, Gary Brumback, Dick Campbell, Ralph Canter, and Sid Gael.

During the 22 years that he headed the Psychology Department, the number of faculty and graduate programs grew rapidly. Both basic and applied psychology thrived under his leadership, and a number of noted scholars served on the faculty. Experimental psychologists included Don Campbell, Floyd Dockeray, Samuel Renshaw, Willard Valentine, Delos Wickens, and Don Meyer. Applied psychologists included Harold Edgerton, Paul Fitts, George Kelly, Frank Robinson, Julian Rotter, Sidney Pressey, Cal Shurtle, Ralph Stogdill, Herbert Toops and Bob Wherry, Sr. It is a tribute to his administrative and interpersonal skills that he kept together a diverse faculty with so many "stars." While friction often existed, Burt was able to control it with patience, skillful delegation, and the ability to distinguish between real and imagined crises.

He was athletic, believing that people should spend some time each day "doing something with their larger musculature" (Burt, 1956). He frequently whipped younger faculty in indoor handball, but his favorite sport was polo. Indeed, he was coach of the first year ROTC polo team until they mechanized the cavalry unit.

Burt was also a naturalist. His study of birds began years before his retirement with small backyard traps, using colored plastic bands in addition to metal ones of the U.S. Wildlife Service. By using the different colors, he was able to identify individual birds at a distance, and kept a special record of the behaviors of each. There, and at a larger trap, he banded 164,054 birds.

He made contributions to organized psychology, being one of several prominent applied psychologists who founded the Association for the advancement of Applied Psychology in 1938. He was the first president of its Industrial Section. He was a member of AAP and a Fellow of APA. While

not active in such organizations after World War II, he encouraged membership and active participation of faculty and students.

Through his books, research (especially in advertising) and his students, he helped shape several areas of applied psychology. Although his name is less well known among younger applied psychologists, older ones in consumer, engineering, industrial and organizational, and legal psychology are aware of his contributions. His research was sophisticated and ingenious, and included early attempts to select aviators, to detect lies and other forms of deception, to enhance advertising effectiveness, to avoid copyright/trademark infringement, and to improve street lighting, employment testing and many factors contributing to industrial efficiency. He will be remembered by faculty, students and friends as an extraordinary person who gave much to psychology.

Paul W. Thayer, North Carolina State University
James T. Austin, Ohio State University

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Table 1: Doctoral Students of Harold E. Burt

Year Graduated	Name		
1927	L. A. Thompson	1942	C. C. Gibbons
1930	H. V. Gaskill	1946	F. Y. Billingslea
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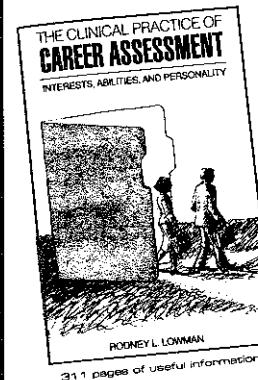
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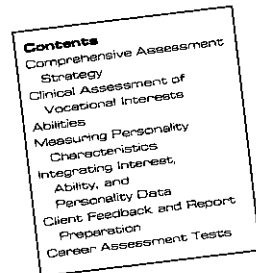
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Organizational Ethics: Slogan or Substance? ¹

Larry L. Axline

MANAGEMENT ACTION PLANNING

Workplace ethics is a problem area generally neglected by I/O psychologists (Brumback, Brock & Vitale, 1991). Is ethics in the workplace an appropriate domain of study and application within I/O psychology? An effective business ethics process may bring about continuous and systematic strategies for long-term growth and health for the organization and its members. This article suggests that the study of ethics promotes human welfare through the application of psychology to organizations.

How Business Ethics Relates to I/O Psychology

Article I, Section 2 of the SIOP Bylaws defines the purpose of the Society as follows:

"To promote human welfare through the various applications of psychology to all types of organizations providing goods and services..." (SIOP, 1991).

The criteria for membership further defines the profession. It states:

"Examples of such applications include: selection and placement of employees, organizational development, personnel research, design and optimization of work environments, career development, consumer research and product evaluation, and other areas affecting individual performance in or interaction with organizations." (SIOP, 1991).

The author encourages I/O practitioners, educators, and students to embody business ethics in their organizational research and applications. As suggested by K.R. Murphy (personal communication, June 20, 1991), we need to differentiate between "what we know" and "what we think we know" about honesty and ethics in the workplace. An attempt is made in this article to address this critical issue and to invite recommendations on sound research models and effective followup measurements in this elusive field of business ethics.

What We Think We Know From Experience

An organization's ethical standards serve as the superstructure that ties the total systems of the organization together. Ethics is considered by many executives as a bottomline issue, and it may be a primary process and set of systems which need to be addressed in many organizations. "If employees and suppliers feel they are being treated unfairly, morale goes down, and with morale, productivity. If productivity drops, customers often receive poor quality goods

¹ This article has been adapted from the chapter "Business Ethics and OD: Organization Development or Decay?" from *What is New in OD*, 1991, Organization Development Institute. This material is adapted and used with written permission of the editor and publisher of the book.

and services which almost always adversely impacts the company's sales and profits and its long term financial health. Such a downward spiral often results in loss of sales, loss of profits and further reduction in morale, quality and productivity" (Axline, 1991).

"The ethics of a person is the set of basic ground rules by which that person acts. Organizations also have ethics. The ethics of an organization is the basic set of ground rules by which the organization acts" (Pastin, 1986). There are stated ground rules (what the person or organization says it does) and unstated ground rules (what is actually done when evaluating and operating). The two sets of ground rules may not converge, creating an "ethics gap." By operationally defining ethics, the outcomes are observable and comparative—rather than cloudy and difficult to apply. The process of learning the ethics of individuals and organizations is based on how they act and what they do about ethical situations, not what they say they do or would do.

An effective business ethics awareness process brings employees from different levels and areas of the organization together to explore ethics and ethical dilemmas. Such a forum provides participants a chance to explore choices—what they could do in a given situation—and what they would be willing to do. The right questions need to be raised at the right time—to achieve a proactive organizational stance on ethically-flavored issues instead of a defensive reaction.

Is Organizational Effectiveness Improved?

Formulating a business ethics process is a systematic method of evaluating issues and behaving in respect to those issues that is consistent with the purpose and mission of the organization. "Business ethics involves questioning diligence and strategy—not just problem solving" (Axline, 1990). Development of an effective business ethics awareness process is demanding and intellectually rigorous work, not just an activity that results *only* in a framed proclamation on the wall.

For an ethics awareness program to have a payoff, it must have commitment from every level of the organization. Development of a code of conduct is simply the first step, and there must be a process where every member of the organization can question as well as buy into the process. And there must be action, follow-through, and continual re-evaluation.

If business ethics training is only of the "spray and pray" variety, the result is not likely to be translated into changed behavior. Some organizations herd their employees through "fogging sessions"—where hundreds of employees are shown a video or are read the "company ethical statement." It is then assumed that the employee's signature at the bottom of a long-winded code holds the individual accountable and protects the organization. This may make interesting legal conversation, but organizational commitment to the process is in significant doubt.

Experience to date suggests that an attempted business ethics awareness process intervention will not survive if it receives only lip service or compliance training support. Without organization-wide interactive training, ethics awareness may die out quickly.

Recent experience suggests that many organizations and industries are committing time, money, and people to ethics awareness programs and that most of these recognize that being "legal" does not always equate with being "ethical." It frequently happens that being legal is not enough. Being legal may only be the floor of an effective ethics awareness program certainly not the ceiling.

The trend toward organizations' implementing ethics awareness processes is likely to increase with the change in U.S. Sentencing Guidelines which became effective November 1, 1991. In general, a company fined for an individual's wrongdoing could have its fine significantly reduced if the organization has in place employee training programs, strong compliance and auditing practices, a compliance officer, and a system for reporting problems. As an example, a fine of \$10 million could be reduced to as low as \$250,000 for an organization with a comprehensive program.

No matter how sound the principles of a proposed ethics code or program, it is likely that some key members of the organization will not be in compliance. Since no one wants to be branded as "unethical"—establishing a mechanism of "getting into step" must be thought out well in advance. If employees and executives have functioned in an environment that permits and encourages unethical acts, an effective business ethics awareness process will be impossible to implement unless allowances are made for safe-harbor disclosures of prior acts. "Because such disclosures can be risky, organizations must carefully consider the degree of violations permitted" (Axline, 1990). Organizations must be very cautious in implying amnesty for prior illegal acts or existing illicit practices. Even though many ethical problems are not necessarily legal problems, the handling of this issue is very important to the organization and the practitioner. Furthermore, legal review of training materials may be advisable since such documents might be subject to discovery later on. If such materials should be obtained by an attorney for a plaintiff, corporate counsel probably will be in a stronger position if he/she reviewed the cases and related materials before the organization began to train to them.

Most managers and employees want to be ethical. They need to understand and support the guidelines and standards of conduct as well as the repercussions for violations.

Foundations of Most Successful Programs

Once an organization has begun discussion about ethics, people get interested, but they often do not wish to admit that they do not know exactly what issues should be included. In fact, there is no one answer as to what ethical

issues should be addressed in a given organization. The most effective method of getting an ethics agenda is to identify issues and concerns of internal members and other constituencies (Pastin, 1990). It is extremely important to know what the stakeholders of the organization have in mind when they think and speak of "ethics." The ethics agenda should be reviewed periodically to assure that it does not reflect personal bias.

Packaged written materials and videos can be helpful in presenting general information about ethical principles and standards, but there is no effective substitute for quality interactive education and instruction delivered by a combination of well-selected external professionals and internal line managers. The most successful programs combine case studies and focused discussion targeted to the primary need areas in the organization. The case studies and other materials must be believable to members of the organization. This requires advance study and organizational review.

Patterned interviews and surveys can be helpful in evaluating the level of ethics awareness and in the design of training programs and specific case materials. To avoid the misconception that, "However I choose to solve this case is O.K.," there should be an organizational code or statement of standards used as a frame of reference in case processing. When surveys (utilizing scenarios or cases) are presented for reaction prior to the development of an ethical code, there is likely to be considerable dispersion on several items with respect to how members of the organization respond. Unfortunately, this variation frequently becomes crystalized in feelings of "I am right" and "You are wrong." Responding to items which purport to measure what we might do in a tough ethical situation may be considerably different than when we are immersed in a real dilemma.

Some Guidelines and Caveats

It may not be possible to "teach ethics" to adults (Axline, 1988). If people in organizations feel that their personal or spiritual beliefs are going to be challenged or coerced, they may understandably resist. The communication of the objectives and methodologies of a business ethics awareness process is critical to how well it is received and its effectiveness.

Members of the organization must feel comfortable in raising the right questions at the right time. However, encouraging members to raise questions without the organizational tolerance and commitment to listen to and respond to them can place individuals at risk. In a low candor environment, employees soon learn that the best way to avoid ethics career traps is to be silent. Some recent studies have indicated that the vast majority of ethical complaints center around unfairness, favoritism, and inconsistency with respect to selection, supervision, promotion, and performance appraisal (SHRM/CCH, 1991) (Toffler, 1986). Often, promotions are seen as "management by cronyism." Employees expect managers to hold non-performers accountable. Perform-

ance appraisal and consistency or supervision (within and across departments) must be recognized as high-potential ethical traps.

Fair treatment is critical. If stakeholders (employees, customers, suppliers, etc.) feel that the treatment has not been fair, they may get even by waging organizational warfare, by slowing down, or by doing everything "by the book."

Ethical considerations must be integrated into the decision-making process—not treated as an after-the-fact adjustment or add-on (Axline, Pastin, 1989). Many managers are unwilling to accept that ethics is a way of proactive thinking and acting—not a set of codified procedures conveniently organized into a desk reference or an ethics crash manual. Organizations most at risk are those that talk ethics but act otherwise. It is not what they say but what they do that counts. Accountability for actions is imperative.

What Seems to Work

A well designed business ethics awareness process usually links many different themes and systems within the organization, making them coherent and manageable rather than piecemeal and competitive.

In establishing or revitalizing an ethics process in an organization, it makes sense to:

- Develop a code of ethics with true participation from people who are being asked to translate it into behavior.
- Commit to an organization-wide interactive training effort. Avoid a false-start program which results from inadequate education and superficial commitment.
- Make room for questions (even the hardest questions) and strive for candor and flexibility in addressing them.
- Combine ethics with other key priorities in the organization such as quality, customer service, safety, and overall openness and communications.
- Place continuous emphasis on synthesis of leadership, quality, service and ethics. Only when these priorities are consciously blended together do organizations usually recognize increased excellence, productivity, and long-term good health.

What We Don't Know—and Should Find Out

Should we exercise extreme caution about the validity and utility relating to business ethics beyond what our research suggests? If so, this would mean we would avoid undue reliance on experience and vague assurances that compelling evidence exists somewhere. As reported by the APA Task Force Report on *Questionnaires Used in the Prediction of Trustworthiness in Pre-Employment Selection Decisions*, "Honesty tests are diverse in their nature and it is difficult

to extract a single construct that is invariant across the large and varied set of tests we reviewed" (APA, 1991). "Honesty" and "integrity," among other terms, are used in dealing with questionnaires of trustworthiness. The Task Force recommends that these constructs receive sharpened definition. Similarly, is there a better definition of "business ethics" which would enable I/O psychologists to more effectively study this construct and apply it to organizations?

Following are points needing further discussion and research:

- To the extent that "business ethics" is purported to link other priorities in the organization, can hard data be developed for criteria such as quality, productivity, customer service complaints, profitability, employee complaints/grievances, attrition/turnover, safety incidents, and related measures?
- Would a pre- and post-stakeholder analysis/study be valid and helpful in evaluating the effectiveness of "business ethics awareness" programs? To the extent that such pre- and post-investigations would be useful, can the very real problem of criterion contamination be dealt with successfully? Is it practical to use the classical experimental/control group approach within the same organization? Or is a well-designed followup study more appropriate?
- Should specific "business ethics" measurements be developed with appropriate and explicit definition of the underlying constructs and documentation of the psychometric properties? To what standards should such measurements adhere? Is it reasonable to expect that such measurements would "be judged by the same standards as other measures developed and used by psychologists"? (APA, 1991).
- To what extent are there significant international and cultural differences in business ethics? As an example, in Japan, "gifting" to individuals is considered a standard business practice, but employees of American companies usually cannot accept such gifts and remain in compliance with the stated ethics policy of an organization. Perhaps more troublesome—is there really a significant difference between a "bribe" and a "facilitation payment" in some foreign countries?
- Is it unrealistic to address the differences in practices (unwritten ground rules) in organizations between purchasing and sales functions? Are there dual standards for these functions which defy a blanket organizational ethics policy and process?
- What qualifications should represent threshold competence in dealing with this difficult domain of "business ethics"? Is general business, legal, and economic/accounting training beneficial to I/O psychologists—in addition to their behavioral graduate education? Or, is it more appropriate to undertake multi-disciplinary studies with teams of I/O psychologists, management/business specialists, and lawyers?

- If I/O psychology decides not to consider business ethics as an appropriate domain of study, could this "create a niche elsewhere that might be beyond professional and scientific review altogether"? (APA, 1991).
- How can these research studies most effectively be accomplished—and how can organizations be convinced of the usefulness (and cost effectiveness) of such research?

These and many other questions touch upon what we don't know and need to find out about workplace ethics.

Moving Forward

The business ethics awareness process should be aimed at clarifying thinking and at the continuous improvement of the processing of ethical issues and dilemmas in an organization. As I/O practitioners, educators, and students, we should look closely at the influence and valence of ethics in the workplace. Does business ethics reflect a slogan or substance in the organization?

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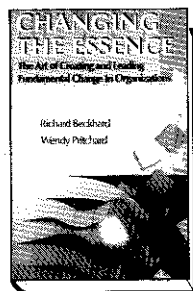
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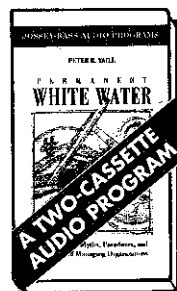
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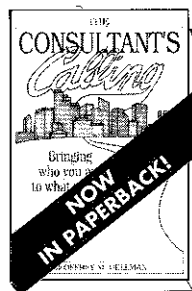
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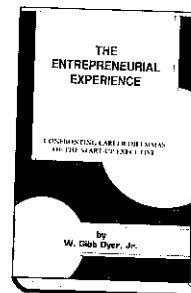


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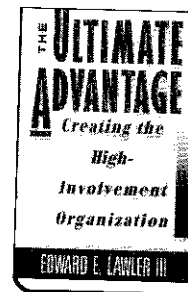
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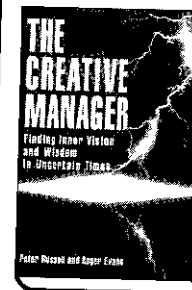
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On October 4th and 5th a conference on training effectiveness was held at Michigan State University. The purpose of the conference was to bring together researchers in the area of training effectiveness so that they could share their recent empirical and conceptual work, interact with others holding similar interests, and work together to establish a substantive agenda for future research efforts in training effectiveness.

The conference was organized and moderated by Kevin Ford and Steve Kozlowski (Michigan State University), Kurt Kraiger (University of Colorado at Denver), Eduardo Salas (Naval Training Systems Center, NTSC), and Mark Teachout (Air Force Armstrong Laboratory). The conference was structured around four three-hour "modules" relevant to training effectiveness: (1) advancements in training evaluation, (2) organizational issues in transfer and evaluation, (3) motivational and personal determinants of training effectiveness, and (4) applications of cognitive psychology to training effectiveness.

For each module, three presentations (20 minutes each) were given. Unlike other conferences, the talks did not focus on completed work but instead concentrated on new ideas, work in progress and directions for future research. Another unique aspect of the conference was its structure; the traditional discussant role was replaced by small group discussion involving all participants. Three small groups were facilitated by a module presenter while the fourth was facilitated by a session moderator. The objective of the structured group interaction was to move towards a training research agenda for the 90s. A free flowing question and answer session was the norm throughout the conference.

The module on **Advances in Training Evaluation** focused on new ways of conceptualizing and operationalizing evaluation beyond the reactions, learning, behavior, and results framework of Kirkpatrick. The presentations included: "Evaluating Training Systems: An Extended View of Training" by Scott Tannenbaum (SUNY-Albany); "Third Generation Measures of Learning During Training" by Kurt Kraiger (University of Colorado at Denver), and "Power and Cost Considerations in Evaluating Training Programs" by Rich Arvey (University of Minnesota).

The **Organizational Issues in Transfer** module focused on the effects of the organizational context on training success as well as the unanticipated consequences of implementing training on changing existing organizational

structures and relationships. The presentations included: "A Multi-Level Contextual Model for Training Implementation and Transfer" by Steve Kozlowski (Michigan State University); "What Happens After Formal Training: Linking Training with Subsequent Work Experiences" by Kevin Ford (Michigan State University); and "Technology Training: Exploring its Intended and Unintended Consequences on the Organization" by Katherine Klein (University of Maryland).

The module **Motivational/Personal Determinants of Training Effectiveness** viewed training as a series of events that have motivational antecedents and consequences as well as important implications for continuous learning. The presentations included: "A Model of the Role of Training Motivation in Training Effectiveness" by John Mathieu (Pennsylvania State University); "Effects of Pre-Training Interventions on Trainee Motivation and Learning" by Tim Baldwin (University of Indiana); and "Motivational, Personal, and Organizational Determinants of Participation in Developmental Activities" by Ray Noe (University of Minnesota).

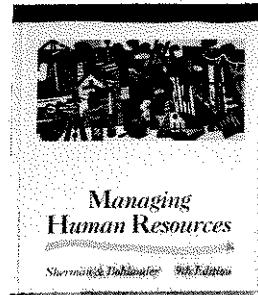
The fourth module, **Applications of Cognitive Psychology to Training Effectiveness**, linked basic issues of cognitive psychology such as automaticity, mental maps, and structural representations of learning to training effectiveness. The presentations included: "Structural Assessment of Knowledge and skills" by Tim Goldsmith (University of New Mexico); "The Role of Mental Models in Assessing Training-Induced Cognitive Change" by Jan Cannon-Bowers (NTSC); and "Toward Effective Skills Training" by Dan Fisk (Georgia Tech University).

In addition, other participants had the opportunity to share their ideas, and offer commentary and criticism. Participants who excelled in this role included George Alliger (SUNY-Albany), Georgia Chao (Michigan State University), Mike Coover (University of South Florida) and Robert Marx (University of Massachusetts).

If you are interested in any of the individual topics, contact the participants directly. An edited book on training effectiveness and research directions based on the presentations and discussion sessions is planned.

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The 1991 International Conference on Self-Managed Work Teams

Doug Johnson

University of North Texas

The University of North Texas and Texas Instruments, Inc. jointly sponsor the annual International Conference on Self-Managed Work Teams through UNT's Center for the Study of Work Teams. The 1991 Conference was held in Dallas on October 2-4 and was a tremendous success. Approximately 550 people were in attendance, representing six nations, 33 universities, 76 business organizations, 26 consulting firms, and three labor unions. While the overall tone of the conference was practitioner oriented, a substantial number of research papers was presented. There were 40 paper and symposia sessions, six workshops, and six invited speakers. The response of those in attendance was so favorable, that we have begun planning for future conferences. Next year's will be held September 30-October 2, 1992, at the Park Central Sheraton Hotel in Dallas. In the Spring of 1993 we will help our European colleagues host the first European Conference on Self-Managed Work Teams (in Brussels), and we will hold our own conference once again in the fall as well. 1992-93 will definitely be a busy period for us!

Our conference planning team is actually fairly small for the size of the meeting. It consists of Mike Beyerlein (Chair), Mary Thibodeaux and myself, of UNT, John Baum and Donna King, of TI, Abe Raab, of Abe Raab and Associates, and Alan Cheney (no relation to Dick Cheney or Neal Schmitt) of Air Products and Chemicals. We also have a conference management team that was formed (empowered?) on their own initiative by the graduate students in the small master's I-O Psychology program run by Mike Beyerlein and me.

We are very proud of the work of these students who carry out (with little supervision) all of the enormous administrative detail work involved in putting on the conference. We could not have succeeded without them. Their work is an excellent example of the kinds of contributions that master's students and programs can make to I-O Psychology.

A longer term goal is to expand the Center for the Study of Work Teams into more than just a vehicle for organizing the conference. We would like to develop it into a clearing house for research on all aspects of team-based management. To this end, we are seeking corporate support for the Center and its activities. Naturally, such sponsorship will be tax deductible, and sponsors will have first priority in receiving information developed from the Center's research. Several organizations in attendance at the conference indicated a strong interest in becoming sponsors, but we could still use further assistance. If you think your organization might be interested in supporting the Center, please contact myself or Mike Beyerlein at the number below.

If any SIOP members would like to submit papers or symposia for the 1992 conference, we encourage them to do so. For a copy of the Call for Papers, along with instructions for authors, please write to **Mike Beyerlein, Center for the Study of Work Teams, Department of Psychology, University of North Texas, P.O. Box 13587 Denton, TX 76203. Phone (817) 565-2671. Fax (817) 565-4806.**

Reorganization in Air Force Labs

Many **TIP** readers undoubtedly recognize the name, if not the nature, of the Air Force's chief R&D organization for manpower, personnel, training, and logistics support functions: *The Air Force Human Resources Laboratory* (AF-HRL). Some, perhaps, are also aware of other Air Force organizations, such as the *Armstrong Aerospace Medical Research Laboratory* (AAMRL) and the *United States Air Force School of Aerospace Medicine* (USAFSAM) that have long conducted and supported R&D in human factors and related domains.

What you may not be aware of is that all three of these labs, plus others, have recently been combined into a "superlab," now known as the *Armstrong Laboratory* (AL). In the new structure, *Human Resources* (HR) remains intact as an AL Directorate while components of the old AAMRL and USAFSAM are combined in another AL Directorate, *Crew Systems* (CF). The AL headquarters is located at Brooks AFB TX 78235, as is the headquarters of the HR Directorate. The CF Directorate headquarters is located at Wright-Patterson AFB OH 45433.

The significance of these changes is subject to interpretation and probably of little interest to those outside of the DoD. The intent, however, is to strengthen the Air Force R&D enterprise in the face of declining budgets, which should come as good news to everyone.

Iotas

Steve W. J. Kozlowski
Michigan State University

By the time you read this column, your plans for attending the SIOP Conference in Montréal, Quebec, Canada should be well under way (note the relevant deadlines posted elsewhere in this issue of **TIP**). I had the occasion to visit Montreal recently and, for what it's worth, have some travel tips and observations to offer. Unless you think you will enjoy chatting with a Canadian Immigration Officer at length about your background, employment history, place of birth, etc., you **will** bring some proof of citizenship along on your trip. Canadian Customs will accept a passport, a birth certificate, or (believe it or not) a voter registration card. The latter two forms of proof must be accompanied by a picture ID. The consumption of libation tends to be somewhat

pricey in Canada. You may want to consider a stop at the Duty Free Shop **before** you get on your flight to Montréal. Cab fare from the airport to the center of Montréal is fixed at \$23. A shuttle also runs every 30 minutes and costs about \$8. The currency exchange booth at the airport is convenient, but is **not** a very good deal. After factoring in their service fee, the rate tends to be lower by about 5%. You will do better by exchanging at the hotel or by going to a bank. Bear in mind, however, that cabs and other service providers will tend to exchange on a one for one basis, so it is useful to have some Canadian currency. The Queen Elizabeth Hotel is well located. It is right in the center of the city—close to many restaurants, shopping opportunities, and Old Town. Come to Montréal, you will have a wonderful time.

Many of you know that **Frank Landy** makes a habit of competing in marathons around the world (What would be more fitting for a man who is exploring the outer envelope of the construct, *Time Urgency?*). Indeed, Frank and **Paul Sackett** successfully competed in the Marine Corps Marathon in Washington, DC, thereby qualifying for that granddaddy of runs, the Boston Marathon. As Frank noted, "It is interesting that the reward for punishing yourself outrageously is the opportunity to do it again. No brain, no pain, as they say." Frank and his running associates believe there is pent-up demand for a mass demonstration of this physical prowess (and abuse?) among Society members. They are planning to initiate the *First Annual SIOP Road Race* at the Conference in Montréal. If you are interested, see the information provided elsewhere in this issue of **TIP**.

As part of its continuing discussions regarding formal affiliation with the I/O section of the Canadian Psychological Association (CPA), SIOP has agreed to charge CPA I/O members the same Conference fees as that of SIOP members. All students are eligible for student rates. We hope to see a good showing of CPA members at the Conference!

While I am on this international theme, **Barbara Ellis**, who heads the International Affairs Subcommittee of the External Affairs Committee, has sent some information about a newsletter called, *Psychology International*. The newsletter is published quarterly by APA and is available free of charge. It contains information about international associations, meetings, current events, etc. If you are interested contact: International Affairs Office, APA, 1200 17th Street, NW, Washington, DC 20036.

As **Jack Edwards** (Naval Personnel Research and Development Center) was looking at the APA Convention Program, he came across several papers of interest that he planned to request. He also came across several other papers that, well, seemed somewhat on the strange side (see below). If there is a moral here, it just might be that you should think carefully about your paper's title, there is no way of knowing just how it might look to others.

"Teat Order Predicts Adult Social Preference in Domestic Pigs" (p. 30, session 5)

"What is Disgusting? Four Kinds of Things" (p. 57, session 24)

"Young Trial Lawyers Are Especially High in Testosterone" (p. 57, session 30)

Now to a totally different subject. How many others out there are similarly angered, frustrated, upset, and concerned about the "permissions" problem for graduate course packs? When I went to have my reading materials copied for a small ($n = 10$) graduate seminar this past fall, I was faced with the problem of obtaining all the reprint permissions. Although this is not terribly difficult for journals, it is outrageously tedious and slow for book chapters. Reproduction services now require permission not only for the chapter, but also for each reprinted item in the chapter. Thus, a single sentence quote, a table, or a figure adapted from another source all require separate permission from that original source, even though permission was obtained for the reprint by the chapter publisher and author! This seems all out of proportion for the small number of copies used for what are clearly non-profit educational purposes. This problem is directly related to a turf battle between a large reproduction service corporation and publishers over the market for "custom publishing." It seems to me that since we are the ones who actually generate this material, we ought to take a much more active interest in how our work is controlled by publishers. This may be somewhat difficult for books. It is really an issue of each author ensuring free use for educational purposes in their contract with the publisher. For journals, however, we ought to be especially concerned and vigilant. All journal publishers require that authors of articles transfer copyright ownership to the journal as a condition of publication. APA, at least, uses proceeds from royalties to endow the American Psychological Foundation (although we might want to re-think how those funds are used). Private publishing houses like Academic Press, Sage, and others, however, look to those reprint royalties as profit. I think it is time that authors start to ask questions about reprint policies. We are perhaps the only relevant voice to have remained silent on this issue, yet it affects the dissemination of our work and access by our students quite directly.

Congratulations to our members who were recognized at the APA Convention. **Joseph Matarazzo** received the 1991 American Psychological Association Award for Distinguished Professional Contributions to Knowledge for his work in enhancing the relationship between psychology and medicine. He is founder and Chair of the nation's first department of medical psychology at the Oregon Health Sciences University, and has worked for four decades to build a partnership between psychology and medicine through research and scholarship. **Lester L. Tobias** received the 1991 National Psychological Consultants to Management Award for Excellence, presented by the Division of Consulting Psychology.

John W. Jones has recently been awarded the Diplomate in I/O Psychology by the American Board of Professional Psychology (ABPP). He is Vice

President of Research and Service at London House/SRA and is founder and Editor of the *Journal of Business and Psychology*.

I/O psychologists in the St. Louis area have formed a new association, the Gateway Industrial/Organizational Psychologists (GIOP). GIOP was formally organized in May 1991, with officers elected in July. GIOP's officers are: **Darrell Hartke**, President; **Marcia Avedon**, Program Committee Vice President; **Carl Greenberg**, Treasurer and Membership Coordinator; and **Nancy Ross**, Secretary and Newsletter Editor.

Ed Levine reports that the University of South Florida's I/O program (founded in 1973) just passed a major milestone with the successful defense of its 70th Ph.D. Congratulations!

More news from USF...**Mike Coovert** reports the formation of the Institute for Human Performance, Decision Making, and Cybernetics. The purpose of the institute is to provide a common forum for faculty interested in individual and team decision making, and the interactions of individuals and teams with computing devices. The institute has over 20 faculty members associated with it. SIOP members include: **Wally Borman**, **Mike Brannick**, **Ed Levine**, **Paul Spector**, and Founding Director, **Mike Coovert**.

Jim Austin is now an Assistant Professor at the Ohio State University's I/O program, joining **Bob Billings**, **Rich Klimoski**, **Mary Roznowski**, and **John Wanous** (joint with Management and Human Resources and I/O). The Burt Chair in I/O Psychology, created through a gift by **Frank Stanton**, will create a new position when it is fully endowed in two years.

News on the position front...**Kathleen McNelis** was promoted to Manager of Assessment and Testing Systems at Florida Power Corporation. She is responsible for testing, assessment centers, and organizational surveys. **John Fleenor** recently accepted a position as a Research Associate in the Product Development Research Group at the Center for Creative Leadership. He is responsible for managing the test database and for psychometric research using the database. **Stacey S. Kohler**, a recent Ph.D. from Penn State, has accepted a position as Organizational Psychologist in the Human Factors Department of the St. Paul Insurance Companies. **Mitchell Lee Marks** has been appointed Chair of the Human Resources Management Practice Group for William M. Mercer Incorporated. He is based in Mercer's Los Angeles office, one of 100 offices world-wide.

Donald W. Cole of the Organization Development Institute reports that the institute has been given a 12 room villa on the outskirts of Warsaw in which to develop an Organization Development Center for Poland. If you are knowledgeable about organizational development and would like to participate in the project, contact: **Donald W. Cole**, RODC, The OD Institute, 781 Beta Drive, Suite K, Cleveland, OH 44143 (216-461-4333 or FAX 216-729-9319).

Finally, I am sorry to report the passing of **S. Edison Haven** and **Harold Burt**. A tribute to Burt appears elsewhere in this issue.

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Practice Network

Thomas G. Baker

Micro Motion, Inc.

Practice Network is committed to provide a forum for the discussion of practitioner issues. This column develops based on your calls, views, requests, opinions and chatter. I am always available to speak with you at (303) 530-8143 and hope you will find something of interest in the features this month.

Looking for Help in All the Right Places

During the next year **Steve Doerflein** will be laying the ground work for a redesign of the Bon Secours Health Systems rewards and performance appraisal systems. A key design requirement is that the new reward and appraisal process be consistent with continuous improvement/total quality principals and philosophy.

Steve is interested in contacting others during February and March 1992, who have already modified their rewards (incentive and base compensation) and performance appraisal systems for consistency with total quality. Although his purpose in identifying "best" practices is to aid in the design of Bon Secours' systems he would expect to share the results of these surveying efforts with those who participated and possibly publish the findings in an appropriate journal.

Each participating organizations' requirements of confidentiality will be honored. Please contact **Steve Doerflein** at (410) 442-3216 if you can help him out.

From another arena, comes another *help wanted* shingle. **Scott Cohen, Bill Byham and Keith Akins** are searching for practitioner partners to assist in the alpha test of two job-fit instruments they have developed: the Ideal Job Inventory (IJI) and the Motivational Job Fit Analysis Questionnaire (MJF).

Partners would assist in testing these tools with the following suggested research designs: (1) perform a longitudinal study of job performance, turn-over/retention et cetera of persons hired through these instruments, and/or (2) perform an applied experimental design with two groups, gathering instrument data on both groups and using it on one. **Scott Cohen** would like to hear *your* ideas for testing these instruments too.

The IJI utilizes a modified paired comparison rating format for incumbents to rate their "interest" in several scoring areas. These self reports are then

confirmed through structured interviews. The MJF is given to SMEs to rate the same areas. Given the two sets of data, images several 2x2 matrices with the abscissas ranging from "isn't motivated by this job area" to "highly motivated by this job area" and the ordinates ranging from "not a part of the job" to "a key part of the job". (Not a pretty picture, unless you have a laser printer and some great software.) Leave it to DDI to fix up a neat way to display large quantities of data.

Scott is looking for a variety of organizations to test this new job-fit instrumentation. Interested? You should be. Call him at (412) 257-0600.

Job-Fit Technique Has Promise

Normally, *Practice Network* does not try to confound rational debate with research findings, but infrequently the boundaries between these two seemingly dissimilar arenas become blurred. An example of this obfuscation is available in David F. Caldwell and Charles A. O'Reilly III's article for JAP entitled "Measuring Person-Job Fit With a Profile-Comparison Process."¹ The proposed job-fit process, a Q-sort based technique, has been replicated in seven small samples with respectable validity coefficients. As the authors demurely state:

*"The results of the seven investigations reported suggest that the profile-comparison process provides a useful approach for assessing person-job fit and relating fit to organizationally relevant outcomes (in this case job performance and work attitudes)... The range of jobs investigated in the study suggest that this technique can be used in a wide variety of jobs and organizations."*²

It is accepted axiom that a person-situation interaction exists. The problem is, according to Charles O'Reilly III, getting good measures of the person and of the situation. Often these two aspects are defined in different languages or, in cases where more structured hiring approaches are used, it is not uncommon for person ratings to be made by less than desirably trained recruiters or business directors. Another problem with current competency-based assessments is having to limit critical dimensions to a handful of competencies for cognitive simplicity.

This process has four steps; define *all* of the KSA/competencies particular to that job and organization; Q-sort these KSAs to profile the job requirements; Q-sort the KSAs for each person; generate the profile-comparison statistics highlighting an assessment of overall fit to the profiled job and an identification of individuals KSAs which depart from the profiled job.

Charles thinks a key advantage to the Q-sort profile-comparison process is the use of a large number of KSA/competencies without overloading SME's. This system has many obvious uses, particularly for promoting well-known internal candidates and accenting KSAs for coaching and career development, but also in identifying training needs for individuals or groups of employees

and career pathing a series of jobs based on their overlap or relationships between profiles.

Limitations outlined by Charles O'Reilly III are that "the more generic the KSAs, the less precise your fit prediction" and that this ipsative approach makes the KSAs at the bottom of the distribution less predictive than those KSAs at the upper (positive) ends of the distribution. Another drawback which has been raised is its lack of focus of KSA proficiency, but there is a way to get around this. It is not recommended for use in selection where you have only the incumbent Q-sort his own profile, because this approach would obviously lack reliability and is susceptible to faking. Check Charles and David's research out at your local reference rack.

A New Wave of Assessment

If you are keeping up with technological advances in the assessment-selection-development field, the term "electronic assessment" will not be new. Electronic assessment is not a promise of instant validity and will certainly challenge technical skills in and outside of our profession. As elsewhere in the business world, the use of computers or videos (or both) may come your way in the near term.

Practice Network was pleased to discuss electronic assessment with Cabot Jaffee, Jr. Cabot outlined what he feels are the major electronic assessment wares, such as the video presentation of situations with multiple choice answer on screen or with live observers fulfilling the assessment chore, the use of interactive video to present what can be presented on a linear video tape or used on a more interactive or adaptive basis and computer assisted testing.

Cabot's experience is with the video based presentation of simulated job situations followed by multiple choice responses on screen. The process is fairly straight forward. First, the participant is presented with a number of job-related situations on the tape. At a critical juncture in each interaction the tape stops and four alternative answers are presented on the screen in written and "acted out" fashion. The participant marks the answer they choose on an answer sheet which is computer scored onsite. Cabot says that the advantages of having the choice acted out on the screen include making is less dependent upon reading, and standardizing the interpretation of choices. He feels a major advance can be had in scaling the alternative answers. "The real world is not one-best-way oriented," he says. The approach Cabot and his firm have taken is to scale each of the four response alternatives on their degree of correctness or efficiency in handling the situation. "Coming up with distractors is the hardest part of a multiple choice test." The scaling of responses helps to establish the participant's pattern of responses and assists the feedback process. Another innovation is asking participants to choose not only the "best," but also the "worst" answer. Data shows this procedure to provide unique variance on test participants.

As with other testing oriented practitioners, Cabot has seen a swing into the use of selection tests for development purposes. He estimates that, for supervisory positions, about 50% of his firm's work is being used developmentally, while this shift is much less at lower levels within organizations.

Video formats seem to offer major advantages over more traditional, mechanical test administration. The advantages of video testing over assessment centers are obvious from a cost standpoint and, if handled correctly, can help to rid your testing program of a major test taking confounder leading to adverse impact—reading ability. Cabot predicts that the impact of testing on persons unable to speak English and learning disabled persons protected under the ADA may also be eased through the use of electronic assessment mediums.

Practice Network wants to speak to those of us familiar with the issue of "adaptive testing." In the manner used here, adaptive testing could be defined as the branching of test questions based on previous responses during one administration of a test of an participant. Interactive video disk technology gives us the ability to adaptively test people, modifying the difficulty level or other test parameters based on the ability of the participant. Call me about your opinions of adaptive testing. It would appear to take a validation study into the fourth dimension. Consider also the court case in which you defend the fairness of giving the same test in a different manner to each incumbent (or is that a different test in the same way?). Let's talk about adaptive testing or electronic assessment in general.

Free Stuff

A little over one year ago **Ronni Haston** produced a report for Nissan entitled "The Evolution of Performance Appraisal in the United States." Based on seeing other useful free goodies in *Practice Network*, Ronni is offering her report for the asking. This report, written in concise laymanese, outlines the history of performance appraisal since the 1920's. Her special focus is on the economic factors and the organizational behavior theories which influenced the purposes and produced trends in performance appraisal methodology. It's an exhaustive review. Call **Ronni Haston** at (312) 609-9844. *Practice Network* salutes her initiative in sharing with fellow practitioners.

Three other free publications, available through the APA Science Directorate, may also be useful to practitioners. (My bet is you have to be an APA member to get them for free.) The three publications are: (1) the APA honesty test report, spearheaded by **Wayne Camara** and many other SIOP members, entitled "Questionnaires Used in the Prediction of Trustworthiness in Pre-employment Selection Decisions," (2) "Finding Information on Psychological Tests," helps you find reference materials (Mental Measurement Yearbooks and others) for tests of all sorts, and (3) "Finding Unpublished Psychological Tests and Measures," steers you to database for the obscure and unpublished. Any of these resources can be had, first copy free, by calling **Dianne Lane**, the

Science Directorate's active intern, at (202) 955-7653. Tell her you saw it in **TIP**.³

TQM: Here To Stay?

Practice Network had a great conversation with **Marshall Sashkin** about "this TQM thing." Here is definitely a monster which won't let I/O practitioners go (not a reference to you, Marshall)! "TQM is about statistical tools, control charts and quality circles as much as literature is about grammar. If you know how to read and write you won't necessarily crank out a great novel," he says.

Marshall feels that TQM leads to major needs for organizational system design changes, executive development and team building and training, areas in which few non-I/O are prepared and experienced.

There are two major changes which you will probably be involved in sooner or later. TQM will hit the I/O practitioner most in the selection and development areas, he feels. Job classes with narrowly defined tasks, responsibilities and KSAs will become increasingly scarce in the coming years. Marshall sees the need to select on social, interaction and cognitive reasoning skills in jobs impacted by TQM. Thank goodness we have the technical know-how to meet this need. Do we have the awareness?

The second major impact on I/O by TQM is the development of new performance appraisal systems. (See "Looking for Help..." feature elsewhere in this column.) Marshall feels that, "for the most performance appraisal systems are dysfunctional...to no extent are they functional." Given this frank opinion, he does not see us discarding these tools, as Deming would have us do, because they are too ingrained in our business culture. Marshall thinks that Skinner was right in asserting that punishment (a classic performance appraisal backdrop) does harm in the long run. The reward and punishment system is inappropriate if you accept the TQM tenet that most problems (some 80-90% it has been estimated) are caused by poor management or system related malfunctions, not people's lack of motivation. "If the rewards are strong enough I'll get a bottle of white-out to paint the red beads white," Marshall says, in reference to Deming's "red bead" experiment, a classic TQM demonstration. As I/O psychologists, we want very much to believe people have a choice in their behavior, we are individual differentiators. Most TQM philosophies say that the vast majority of production problems are not due to individual differences. No wonder many folks are talking about *the performance appraisal issue*!

Marshall Sashkin, who has recently published an entirely readable primer on TQM, feels performance appraisals have a place in TQM, but that we are not being creative enough to find those things we wish to reinforce which are based on individual initiative. "There are ways to build reward systems at the individual, team and organizational level that reward individuals, but not on

the basis of traditional performance appraisal systems." Marshall's input to this discussion is to appraise on exceptional accomplishments such as individual or team contributions to improving how work is accomplished, making improvements to maximizing inter-department processes or, in a purely individual level, for learning new skills or achieving educational goals.

Marshall feels we can "maintain a system based upon a bedrock of individual difference accomplishments, without conflicting with team goals." New appraisal systems will add personal development efforts and team and organizational results to the performance appraisal equation.

Who Cares?

Michael M. Harris relates a comment he has heard once or twice too often. When asking I/O psychologists what they know about personnel benefits, he usually gets the response, "I don't know anything about 'em." Chagrined, Michael wonders why we are out of touch with a business factor accounting for roughly 40% of payroll which, for medical costs, has an inflation factor of about 15% or more, compared to a C.P.I. of about 5%! Is it a wonder that business directors think we're outside of the mainstream?

A literature review revealed very little work by I/O psychologists dealing with employee benefits, adding further to Michael's interest in this topic. In addition to some earlier published work on Employee Assistance Programs (EAPs), Michael has begun to conduct research on the general topic of employee benefits.

One current investigation is employee reactions to their benefits. Michael has developed a survey to tap multiple aspects of benefit programs (e.g., perceived value, amount of information, access to help with questions). Analyses reveal that the scales are indeed multidimensional, have internal reliability and seem to correlate with various work outcomes, such as job commitment and turnover intentions.

A second topic of research that Michael is beginning to investigate concerns employee reactions to retirement programs. Although there appears to be a great deal of practitioner advice about this matter, little psychological research is available on this topic. Readers interested in learning more about Michael's work or obtaining a copy of his survey should call Michael Harris at (314) 553-6280.

A Tall Order ⁴

The Department of Labor established the Secretary's Commission on Achieving Necessary Skills (SCANS for short) to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary of Labor on the kinds of skills required by young adults entering the workforce.

Norm Peterson, Deborah Whetzel and many other I/O practitioners are involved in this project. SCANS has preliminarily determined two distinct sets of skills; Functional Skills and Enabling Skills. Enabling Skills underlie the Functional Skills. At this point in SCANS work, the highest ranking Enabling Skills are conscientiousness, cooperation, work orientation, listening skills and speaking skills. The most critical Functional Skills are serves clients/customers, participates as a member of a team, manages time, understands how systems work and works with cultural diversity. SCANS is now entering PHASE II consisting of additional, confirmatory job analyses. A final report is anticipated next month and *Practice Network* will update you in April.

Practice Network is a unique outlet for discussing practitioner issues and opinions. Your input is essential to the continued success of this column. Contact *Practice Network* by calling Thomas G. Baker, Micro Motion, Inc., Boulder, CO. Telephone (303) 530-8143, FAX (303) 530-8422.

FOOTNOTES

¹ Caldwell, D. F. & O'Reilly, C. A. III (1990). Measuring person-job fit with a profile-comparison technique. *Journal of Applied Psychology*, 75, 648-657.

² Ibid, page 654.

³ Thanks to New York's *MetroNews* for the tip off to free publications for APA members.

⁴ Thanks to PTC/MW's *Newsletter* for information on SCANS (most of this section was shamelessly plagiarized from an article by Jess Robinson). The Personnel Testing Council of Metropolitan Washington has a great newsletter with many interesting features.

The SIOP-APS Connection

Lee Herring
American Psychological Society

Eugene F. Stone
State University of New
York, Albany

PUBLIC POLICY

APS is celebrating perhaps its most significant public policy victory to date, the creation of a separate Directorate for behavioral and social science disciplines within the National Science Foundation (NSF). (See the November 1991 *APS Observer* newsletter for further details.) On October 11, NSF Director Walter Massey announced he would pull the behavioral and social science disciplines out from under the jurisdiction of the biological directorate and form a separate entity.

The directorate's formation was the direct result of intense and long-term efforts by APS staff to effect this organizational change. This most recent milestone is but one of an overall set of goals—and ongoing efforts—to achieve within the NSF a heightened level of administrative policy level participation for psychological science. It is expected that APS can help "level the playing field" for behavioral and social science disciplines by getting NSF

to recognize these disciplines at the highest levels of its policy and administrative structure.

Organizational research is directly supported by NSF through several programs including some that are currently housed in the Social and Economic Sciences Division: Decision, Risk and Management Science; Sociology; Political Science; Law and Social Sciences; and Measurement Methods and Data Improvement. This Division's programs will be housed in the new directorate.

Nominations for the head of the new Directorate were due December 2, and it is hoped that the new Assistant Director will be in place or committed by March, in time to participate in the 1994 fiscal year's budget planning. In the meantime, Acting Assistant Director Frank Harris, an environmental biologist, hopes to begin pursuing some major behavioral science initiatives (e.g., Cognitive Science) that have been in development.

ANNUAL SUMMIT

Educational program accreditation will be the primary topic of the fourth annual Behavioral Science Summit to be held in Chicago in March or April, 1992. APS has been urged by other organizations to address the issue of psychology program accreditation. The APS Graduate Education Committee's Accreditation Task Force (Marilynn Brewer, Chair, Emanuel Donchin, Rich Weinberg, and Ursula Delworth) is organizing the 3-day 1992 meeting. The 1991 Summit held in Houston, Texas, attracted some 100 representatives of 65 scientific psychology-related organizations. SIOP's own Milton Hakel (Bowling Green State University) served on the steering committee of last year's Summit and continues to chair the post-Summit follow-up committee. One of the final products of that Summit, the *Human Capital Initiative* document, summarizing for policy makers research contributions and opportunities of behavioral science, is nearing its final stages of production. The Summit's purpose is to discuss and address important issues facing scientific psychology.

1992 APS CONVENTION

The fourth annual APS convention will be held at the Sheraton Harbor Island Hotel from June 20-22, 1992. The program for the conference is developing rapidly. Presentation proposals (e.g., posters, papers) were due on December 6, 1991. Thomas Nelson (University of Washington) is Chairing the Program Committee and SIOP member Eugene F. Stone (State University of New York, Albany) is serving as Chair of the Poster Subcommittee. In addition, approximately 20 SIOP members are serving as reviewers of poster proposals.

The Society expects to receive over 800 poster proposals for the convention. It is anticipated that a substantial proportion of these will be submitted by SIOP members; At the 1991 convention the number of posters dealing with

industrial and organizational psychology placed a close second to those focusing on social psychology. One item among several of particular interest to SIOP members is an invited symposium on motivation and performance that is being organized by Carol Dweck (Columbia University),

LOCATION, LOCATION . . .

APS headquarters relocated in July 1991, around the corner from its former office on K Street, NW, to a larger office on Vermont Avenue, NW (the new address is shown below). The relocation was necessitated partly by APS' growth (from 4 staff through March 1991 to 9 currently).

NEW JOURNAL

The first issue of APS' second journal, *Current Directions in Psychological Science*, is scheduled for appearance in February 1992. Chief editors, Sandra Scarr (University of Virginia) and Charles Gallistel (UCLA) are putting the final touches on the first issue of this bimonthly journal which will consist of about 10 invited 3-page review articles that capture the essence of research 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' first journal, *Psychological Science*.

MEMBERSHIP

The Society's membership, presently over 12,000, continues to grow and members tend to stay with APS once they join: the annual renewal rate is 95 percent. A free 1992 APS membership Directory will be sent to each member who returned their 1992 dues to APS by December 1, 1991.

ADDITIONAL INFORMATION

For further information about APS, including membership application forms, contact: APS, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907, Telephone: 202-783-2077, Fax: 202-783-2083, Email: APS2@UMUC.BITNET.

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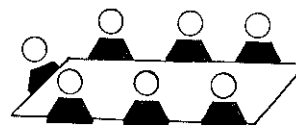
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Committees

New Directions For SIOP Workshops

Georgia T. Chao and T. Craig Williams

Co-chairs, Continuing Education & Workshop Committee

There have been three recent changes in the Continuing Education and Workshop Committee that were implemented to minimize operating costs and to maximize workshop benefits to SIOP members. First, the planning process switched to an earlier timetable. In order to reduce travel expenses, the workshop committee will plan next year's SIOP workshops the day before current SIOP workshops are held. We tried this new approach last year in St. Louis and the process worked well. Proposals for 1993 SIOP workshops in San Francisco, will be accepted until April 15, 1992. If you are interested in proposing a workshop, please contact **Craig Williams** at Burroughs Wellcome, P.O. Box 1887, Greenville, NC 27835-1887. For further information, please look for the call for proposals elsewhere in this issue.

A second change concerns workshop offerings before the APA conference in August. Perhaps due to the success of SIOP workshops, attendance at APA workshops has steadily declined over the years. Although these workshops receive high evaluations, the number of registrations in 1990 and 1991 were 44 and 22, respectively. The low number of workshop registrations did not affect the time and amount of work required to present and manage quality workshops. Thus, after much thought and debate, the Executive Committee decided not to sponsor APA workshops in the foreseeable future. Therefore, there will not be any workshops sponsored by Division 14 at the APA conference in Washington, D.C., this year.

The last change in workshops was the offering of a workshop independent of any conference. The two-day workshop provided an additional opportunity to develop skills beyond the half-day workshops that are offered at SIOP. On June 27-28, 1991, the first non-conference workshop, "An Introduction to Individual Assessment," was presented by **Erich Prien**, **Garry Hughes**, **Fred Sales**, and **Jeffrey Schippmann**. Many people who attended the workshop believed it provided valuable skills even to those highly experienced in individual assessment. Special thanks are due to the presenters and to **Steve Doerflein** and **Jay Thomas** for ensuring the success of this workshop. This first session was an experiment and future non-conference workshops will be

discussed at the next Executive Committee meeting. If you have any comments or suggestions, please contact **Georgia Chao** at (517) 353-5415 or any member of the Executive Committee.

Finally, this issue of *TIP* describes the 12 pre-conference workshops that will be offered in Montréal on April 30, 1992. Since last year's workshops were sold out, we urge all people who plan to attend workshops to register early! Early registration will help you get into the workshops you are most interested in. If you have any questions about workshop registrations, please contact **Jay Thomas** at (503) 281-8060 between 9:00 - 5:00 Pacific Time.

What SIOP Can Learn from ENOP

Barbara B. Ellis

External Affairs, International Affairs Subcommittee

The European Network of Organizational and Work Psychologists, ENOP, is a group of approximately 40 I/O psychologists from 17 Eastern and Western European countries. In anticipation of a united Europe, ENOP set out ten years ago to enhance cooperation and information exchange among researchers. Over the years, ENOP's mission has broadened to include personnel exchanges between East and West with support from various universities and national academic institutions, and the Maison des Sciences de l'Homme.

To foster the exchange of information, ENOP publishes a bi-annual newsletter and has sponsored more than 20 symposia and workshops over the past 10 years. A sample of topics covered include: professional issues in work and organizational (W/O) psychology; educational exchange and cooperation in W/O psychology; methodological questions for W/O psychology; new technology, obsolescence, and work; information technology and work; and the meaning of work. A workshop series entitled "New Technology and Work—NetWork," started in 1984, has dealt with various aspects of teaching and managing new technologies as well as safety related to new technologies.

In addition to information exchange, ENOP has sponsored personnel exchanges, one example being a four-week summer school for post-graduates held in Berlin in 1989. The program entitled "New Information Technology and Work Psychology" was attended by 25 post-graduates recruited and selected by ENOP from 12 countries. This encounter spawned three research networks that have continued to interact via electronic mail and periodic reunions at international conferences. A second summer school is planned for 1992.

ENOP's efforts to exchange information and personnel have produced a number of cooperative research projects: an examination of work motivation in different cultural contexts; a study of organizational culture in seven countries; a project on work socialization of youth in nine countries; and a 12-country study on industrial democracy in Europe.

ENOP demonstrates the benefits and achievements that can come from an organized international effort to exchange information and personnel. Recent events, such as the discussions of free trade, the uniting of the European community, and the removal of the physical barriers between East and West, all point to a need for international research in I/O psychology. We believe that SIOP's leadership can and should take an active role in establishing an organization based on the ENOP model that will promote the exchange of research information and personnel between I/O psychologists in the United States and others in the international community.

Note: Information on ENOP was obtained from a manuscript by Bernhard Wilpert, Technische Universität Berlin, entitled "European Network of Organizational and Work Psychologists/ENOP: Ten Years of International Scientific Cooperation," March, 1991.

SIOP Awards Committee Seeks Nominees for APA Awards

Wayne J. Camara

APA Science Directorate

The Awards Committee has completed its review of nominees for six of the Society's Awards that will be presented at the SIOP Annual Conference in Toronto. Recommendations from the Awards Committee will be submitted to SIOP's Executive Committee for action in February, 1992.

This year, the Awards Committee received one of the largest number of nominations for the six SIOP awards; a total of over 32 submissions for these six awards: Distinguished Scientific Contributions Award Distinguished Professional Contributions, Distinguished Service Contributions, Edwin E. Ghiselli Award for Research Design, Ernest McCormick Early Career Contributions Award, and the S. Rains Wallace Dissertation Research Award. It is not too early to begin thinking about deserving nominees for the 1993 SIOP Awards.

The Awards Committee is currently reviewing distinguished scientists, professionals, and educators for APA Awards in Science, Practice, Education, and Public Service. SIOP members may directly submit nominations to APA for a variety of awards. The deadline is February 1, 1992.

Each APA award has slightly different requirements and questions can be forwarded directly to APA staff at APA Staff (202) 955-7600 (before January 27) or (202) 336-5500 (after January 27).

Science - Suzanne Wandersman, Science Directorate APA - Include a letter of nomination and statement of worthiness, a current vita, a recent bibliography, and up to five reprints. Awards include: Distinguished Scientific Contribution Award, Distinguished Scientific Award for An Early Career Contribution

tion to Psychology, Distinguished Scientific Award for the Applications of Psychology.

Practice - Include a letter of nomination or statement of worthiness, with a vita or letters of support optional. Awards include: Distinguished Professional Contributions to Knowledge, Distinguished Professional Contributions to Public Service, and Distinguished Contributions to Applied Psychology as a Professional Practice.

Public Interest - Include a letter of nomination or statement of worthiness, with a vita or letters of support optional. Awards include: Distinguished Contributions to Psychology in the Public Interest, Distinguished Contributions to Research in Public Policy, Distinguished Early Career Contributions to Psychology in the Public Interest, and Leadership Citation for Women in Psychology (with an April 1 deadline).

Education - Include a letter of nomination, a vita, and two supporting letters. Awards include: Distinguished Career Contribution (to education and training in psychology), and Distinguished Contribution (a major contribution to education and training at some point in a career).

Other awards are offered by APA, its Divisions and State Psychological Associations, as well as the American Psychological Foundation (although the deadline was 1/1/92 for APF). For a complete listing call APA for a copy of "Awards, Honors and Prizes in Psychology, 1991."

APA STUDENT AWARDS

The Science Directorate is sponsoring its fifth annual competition for graduate student travel and dissertation research grants. Applicants must be student affiliates of APA and enrolled in graduate studies in a department listed in *Graduate Study in Psychology and Associated Fields (APA)*. Support will be provided to up to 100 students in each category.

Travel Grants are made available to graduate students who have had research papers (or posters) accepted to be presented at the 1992 APA Annual Convention in Washington D.C. The grant award is \$300 to defray travel costs to the convention. The deadline is April 6.

Dissertation research Awards are a \$500 grant which helps to offset the costs associated with conducting dissertation research. Students must have their dissertation proposals approved by their committee prior to application. The deadline for application is February 14, 1992.

Student award applications have been mailed to Chairs of all Departments of Psychology. Additional applications can be obtained from Cheri Fullerton, APA Science Directorate, 750 First St., NE; Washington, DC 20002-4242; (202)336-6000.

Finally, the Public Interest Directorate provides three awards annually for *Outstanding Dissertation* involving ethnic and minority affairs. Research must focus on a contribution that enhances: the understanding of ethnic minorities;

service delivery systems in ethnic minority communities; new theories relevant to ethnic minority populations; or other methodological paradigms and approaches sensitive to ethnic minority communities. The deadline is April 15. Contact APA's Office of Ethnic Minority Affairs for more information.

SIOP Membership Criteria

Marcia M. Andberg
American Guidance Service, Inc.

Membership in the Society for Industrial and Organizational Psychology Inc., (SIOP) is open to Fellows, Members, and Associates of the American Psychological Association (APA) and Fellows and Members of the American Psychological Society (APS).^{*} Applications for Society Member, Associate or as Foreign or Student Affiliates of the Society are handled through the Society Membership Committee. Recommendations for status as Fellows are made through the Fellowship Committee.

SIOP's Purpose

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

Criteria for Membership in SIOP

Applicants for Society membership must: (1) currently be members in good standing of either APA or APS; (2) have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing; (3) be engaged in study or professional work that is primarily psychological in nature; (4) be engaged in professional activities (research, teaching, practice) related to the purpose of the Society, as stated above.

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

^{*} APS does not have a separate category for associate membership but does admit individuals to full membership who do not possess a doctoral degree.

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

Applicants for Society Foreign Affiliate membership must: (1) reside in a country other than the United States; and (2) meet all the criteria for Society Member or Society Associate Status with the exception that membership in APA or APS is not required.

Undergraduate and graduate students are eligible for student affiliate status in SIOP. Individuals applying for student affiliate status do not necessarily need to be majoring in psychology, but must have their faculty advisor sign their application form to verify they are currently a student in good standing. *Student members* are not required to be student members of APA or APS, but must be presently engaged in formal study related to the purpose of the Society, as stated above.

SIOP Application Process

Individuals interested in applying for any membership status in the Society should complete a member/associate member application or the SIOP student affiliate application and return it to:

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

Application information and forms are printed in **TIP** twice each year. Additional application forms can also be obtained from the SIOP Administrative Office.

The application review process for members and associate members may take 60 days or more. Once your application is returned to the SIOP Administrative Office, membership in APA or APS must be verified and you will then receive an acknowledgement that SIOP received and is processing your application. Next, applications and supporting documentation are mailed to the SIOP Membership Committee for review and evaluation. You will be periodically notified of the status of your application during this process. You will not be officially admitted into SIOP until payment of SIOP dues.

Applications from student affiliates are processed within 30 days of receipt because approval and review by the full Membership Committee is not required. New applicants for SIOP student affiliate status should enclose a check or money order made payable to SIOP for \$10.00 with the application.

Dues

Dues statements are mailed each spring to all members, associate members, and student affiliates of SIOP. Dues for SIOP members and associates are \$32.00 per year. Dues for student affiliates are \$10.00 per year. Students will need to obtain the signature of their faculty advisor each year on the dues statement in order to retain student affiliate status in SIOP. Annual dues cover the calendar year for SIOP (May through April). Individuals accepted into SIOP prior to April 1st of each year will be billed the full dues for that year and receive all back issues of **TIP** and other mailings in that year.

Individuals may contact **Marcia M. Andberg** at (612) 786-4343 for more information.

SIOP Calendar

TIP Deadline for April Issue	February 15
SIOP Conference Mail Registration Deadline	March 27
SIOP Conference Hotel Registration Deadline	March 30
SIOP Pre-Conference Workshops Mail Registration Deadline	April 3



APPLICATION FOR MEMBERSHIP
SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC.
DIVISION 14 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
(Please Type)

Name and Address _____

Telephone No. _____

(Wk)

(Hm)

(Fax)

BITNET Address: _____

Current	Fellow	Year _____	Current APS	Fellow	Year _____
APA status &	Member	Year _____	Status &	Member	Year _____
Year elected:	Associate	Year _____	Year elected:		
	Foreign	Year _____			
	affiliate	Year _____			

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

EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Master's thesis title _____

Advisor(s) _____

Ph.D. thesis title _____

Advisor(s) _____

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

Title of Publication	Publication	Date

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

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

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

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

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

..... Date

Return to: **SIOP Administrative Office, 657 E. Golf Road, Suite 309, Arlington Heights, IL 60005.**

..... Signature of Applicant

**APPLICATION FOR STUDENT MEMBERSHIP
SOCIETY FOR INDUSTRIAL & ORGANIZATIONAL
PSYCHOLOGY, INC.**

DIVISION 14 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
(Please Type or Print)

Name _____ Date _____

Mailing Address _____

EDUCATIONAL BACKGROUND:

Name of Institution _____

Department _____

Address of Institution _____

Check the degree you are pursuing:

_____ Doctorate _____ Bachelors level
_____ Masters level _____ Other, specify:

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
- Mail to: SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005

Upcoming Conferences and Meetings

This list was prepared by Julie Rheinstein for SIOP's External Affairs Committee. To submit entries, contact: **Julie Rheinstein, OPRD Room 6462, U.S. Office of Personnel Management, 1900 E. Street, NW, Washington, DC 20415**, or call 202-606-0388, or FAX 202-606-1399.

1992

- Feb. 20-23 Annual Conference of Society for Psychologists in Management. Tampa, Florida. Contact: Marc Frankel, PhD, Membership Chairperson, SPIM, 131 W. Monroe, Suite 4, Kirkwood, MO 63122.
- April 29 I/O-OB Doctoral Student Consortium. Montréal, Canada. Contact: Jan Cleveland, Colorado State University, (303) 491-6808.
- April 30-May 3 Society for Industrial and Organizational Psychology Annual Conference. Montréal, Canada. Contact: Katherine Klein, U of MD. (301) 405-5929.
- 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.
- May 19-22 International Congress on the Assessment Center Method. Williamsburg, VA. Contact: Development Dimensions International, (412) 257-0600.
- June 7-11 IPMAAC 16th Annual Conference. Baltimore, MD. Contact: Doris M. Maye, 1617 Duke St., Alexandria, VA 22314, (703) 549-7100.
- July 12-15 Third International Conference on Work and Organizational Values by the International Society for the Study of Work and Organizational Values (ISSWOV). Karlsbad, Czech. Contact: Prof. George W. England, The University of OK, 307 West Brooks St., Rm. 4, Norman, Oklahoma 73519-0450, FAX (405) 325-7688.
- 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@bleukulll.earn.

- August 9-13 American Statistical Association. Annual Convention. Boston, MA. Contact: ASA, (703) 684-1221.
- August 14-18 American Psychological Association. Annual Convention. Washington, DC. Contact: APA (202) 955-7707.

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.

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).

ADVERTISE IN TIP

If you have written a book, offer a product or service, or have a position opening in your organization, advertise in **TIP**. **TIP** is the official newsletter of the Society for Industrial and Organizational Psychology. **TIP** is distributed four times a year to more than 2,500 Society members, who include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders in the American Psychological Association and American Psychological Society, and individual and institutional subscribers.

For more information contact the **TIP** Business Manager:

**Michael K. Lindell
Department of Psychology
129 Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117
Phone: 517-353-8855**

PUBLICATION SCHEDULE FOR TIP

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

Submit All TIP Manuscripts and News Items To:

Dr. Steve W. J. Kozlowski
Editor, TIP
Department of Psychology
Psychology Research Building
Michigan State University
East Lansing, MI 48824-1117

Phone: 517/353-8924

Calls and Announcements

Call for Proposals

SIOP Continuing Education and Workshop Committee

The Society for Industrial/Organizational Psychology Continuing Education and Workshop Committee is now accepting pre-conference workshop proposals for the 1993 Society Conference to be held in San Francisco on April 30, 1993.

Submission Procedure. Interested individuals should submit a one-page description of the proposed workshop, behaviorally-based learning objectives, and indicate a suggested length (half or full day) for the workshop. Please include your vitae or the name, address, and qualifications of a suggested presenter(s).

Invitations to present workshops are contingent upon committee review and approval. Proposals promoting business interests, including products and services, will not be considered. The committee reserves the right to modify and/or combine proposed workshops as appropriate, to meet the needs and interests of workshop participants.

Workshop proposals should be sent to:

T. Craig Williams
Site Training and Development
Burroughs Wellcome Co.
P.O. Box 1887
Greenville, NC 27835-1887
FAX: (919) 830-7046

Deadline for receipt of workshop proposals is April 15, 1992.

Call For Nominations: Awards For Excellence in Consultation

The Division of Consulting Psychology announces a call for nominations for three awards for excellence in consultation. This year, our two traditional awards, the Perry L. Rohrer Award and the National Psychological Consultants to Management Award, are being joined by a third, the Harry Levinson Award. All three will be presented at the APA Convention in Washington in August, 1992.

The Perry L. Rohrer Award is given to an APA member whose career achievements reflect outstanding service to organizations, public or private, by helping them respond more effectively to human needs. This award, accompanied by a check for \$1,000, is funded annually by the consulting firm of RHR International, in honor of a founding member who epitomized the standards of excellence which they and the Division seek to perpetuate.

The National Psychological Consultants to Management Award is given to an APA member, or member-sponsored student, whose work has had a significant positive impact on an organization and/or has enhanced our knowledge and utilization of the consulting process. The award, which includes a check for \$1,000, is named for the organization which funds it annually, an association of psychological consulting firms

dedicated to professional development of the field by recognizing and rewarding innovative, meritorious achievement.

The **Harry Levinson Award** will be given to an APA member who has demonstrated exceptional ability to integrate a wide range of psychological theory and concepts and convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations. This award, funded by the earnings from a trust fund established by Harry Levinson and administered by the American Psychological Foundation, will offer a check to the first recipient in 1992 for \$500.

For more information, contact: David C. Munz, Ph.D., Chair, Div. 13 Awards Committee, Department of Psychology, St. Louis University, 221 North Grand Boulevard, St. Louis, MO 63103, Phone: (314) 658-2300.

Call For Award Nominations

The Organizational Behavior Division of the Academy of Management announces its annual call for nominations for its "Outstanding Publication in Organizational Behavior Award." The award will be presented to the authors of a publication appearing during the 1991 calendar year in a recognized outlet generally available to division members. Recipients of the award need not belong to the Academy of Management.

The "Outstanding Publication in Organizational Behavior Award" is given for the most significant contribution to the advancement of the field of Organizational Behavior. Theoretical and empirically-based research publications are eligible.

Each Academy of Management member may nominate one publication for the award, but no member may nominate more than one publication. Nominations should be made in writing and must include: (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation of the nominated work. Self-nominations will not be accepted. **To receive consideration, material must be postmarked no later than March 30, 1992.**

The recipient of the award will be announced at the August 1992 Academy meeting during the OB Division's business meeting, where a certificate of recognition will be presented.

All nominations should be sent to: Jerald Greenberg, OB Program Chair-Elect, College of Business, The Ohio State University, 1775 College Road, Columbus, OH 43210-1399.

Call For Nominations

The Personnel/Human Resources Division of the Academy of Management announces a call for nominations for its annual "Scholarly Achievement Award." The award will be presented to a work published in recognized periodical outlets, such as journals and research annuals, that are generally available to Division members. Nominated papers must have a publication date of 1991. Recipients of the award need not belong to the Academy of Management or the Personnel/Human Resources Division.

The Personnel/Human Resource Scholarly Achievement Award is given for the most significant publication on issues important to the Personnel/Human Resource Management field. Publications may be empirically or non-empirically based. Papers nominated for this award will be judged on two criteria: (1) the significance and importance of the problem to P/HR or Industrial Relations and (2) the extent to which the design, solution or orientation advances research or theory in the field.

Individuals may nominate one publication for the award. Nomination should be made by a letter to the Chair of the Awards Committee and should include (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation for the nominated work. Self-nominations will not be accepted.

The award winner will be announced at the August, 1992 Academy of Management Meeting, during the Personnel/Human Resource Division's Business Meeting. Award Recipients will be presented with a plaque of recognition.

All nominations should be sent to Vida Scarpello, University of Florida, CBA, Department of Management, 219 Business Bldg., Gainesville, FL 32161, (904) 392-0163. **To receive consideration, nominations must be postmarked no later than March 21, 1992.**

Conference Announcement

The *Society for the Advancement of Socio-Economics (SASE)* will hold its Fourth Annual Conference in Irvine, California, March 27-29, 1992. The unifying theme of the conference will be substantive issues and findings, and what specific results and insights socio-economics can bring to bear upon the issues of the day.

Featured speakers will include James Q. Wilson, Anderson Graduate School of Management, University of California, Los Angeles; James March, Graduate School of Business, Stanford University; David Sears, University of California, Los Angeles; Daniel Yankelovich, The Daniel Yankelovich Group, New York; Daniel Kahneman, UC Berkeley; Robert H. Frank, Cornell Univ.

Over eighty-five sessions have already been confirmed, and papers presented will cover a variety of topics. Additional sessions will continue to be arranged, and those interested in attending the conference, presenting a paper, or organizing a session should contact the organizing committee, c/o David Sears, SASE, 714 H Gelman Library, George Washington University, Washington, D.C. 20052. Tele. (202) 364-4947.

Call For Papers

SPECIAL ISSUE: TRANSFORMING LEADERSHIP IN ORGANIZATIONS

Proposals are now being accepted for original works to be included in a special issue of the *International Journal of Public Administration*. This issue, to be edited by Karl Kuhnert of the University of Georgia, will address the broad topic of "Transforming Leadership in Organizations." Submissions may either be empirical or theoretical. If you are interested in having a piece considered for inclusion in the volume, please submit a concept paper 500 to 1000 words in length to Karl Kuhnert, Department of Psychology, University of Georgia, Athens, GA. 30602. Deadline for proposals is May 1, 1992.

Call for Papers

The Society for the Psychological Study of Social Issues (SPSSI) project on "Bringing Together Psychologists from Around the World for Peace" and the inter-organizational Research/Study Team on Nonviolent Large Systems Change will hold a joint conference May 17-19, 1992 at George Williams College outside Chicago. Papers are requested. Registration is free. For more information contact: Dr. Donald W. Cole, RODC, c/o The Organization Development Institute, 781 Beta Drive, Suite K, Cleveland, OH 44143. Tel: 216/461-4333. Fax: 216/729-9319. We would like to recruit a volunteer delegate from SIOP to attend this very exciting meeting. People from the USSR and Poland have already agreed to attend.

The 22nd Annual Information Exchange on "What Is New In Organization Development and Human Resource Development" will be held May 19-22, 1992 at George Williams College outside Chicago. Presentations are requested. Contact: **Dr. Donald W. Cole, RODC, 681 Beta Drive, Suite K, Cleveland, OH 44143. Tel: 216/461-3333** for more information.

The 12th Organization Development World Congress will be held July 14-18, 1992 in Vilnius, Lithuania. Papers are invited. For more information contact: **Dr. Donald W. Cole, 781 Beta Drive, Suite K, Cleveland, OH 44143 USA. Telephone: 216/461-4333.**

Call for Consultants

The Organization Development Institute will again take a team of Management Psychologists and Organization Development Consultants to Poland July 19 to August 2, 1992 immediately following The 12th O.D. World Congress in Lithuania. We will teach modern management concepts to Polish managers and consult with Polish companies. The ability to speak Polish is not required. For more information contact: **Dr. Donald W. Cole, RODC, c/o The O.D. Institute, 781 Beta Drive, Suite K, Cleveland, OH 44143. Tel: 216/461-4333. Fax: 216/729-9319.**

Call For Papers

The Third International Conference on Self-Managed Work Teams, sponsored by Texas Instruments and the University of North Texas, will be held in Dallas, Texas September 30 - October 2nd, 1992. The conference grew from 350 to 550 people last year, with attenders and presentations from the Far East, Middle East, Europe, Canada, and the United States. We invite submissions of both research and applied projects addressing the conference theme. The Theme for this year's conference is **Self-Managed Work Teams: Optimizing Performance**. Topics such as JIT, work redesign, participation, etc. are invited if related to the main theme of the conference. Call at (817) 565-3096, or (817) 565-4806 (FAX) for a formal call for papers. Send correspondence to **The Center For The Study of Work Teams, Psychology Department, the University of North Texas, Denton, Texas, 76203-3587.**

Call For Information

Barrett & Associates, Inc. is performing contractual work for the General Accounting Office (GAO) on a project titled, *Examination of the Federal Government's Factor Evaluation System (FES) for Gender Bias*. First, as part of this project we are collecting Questionnaires that have been developed by federal and state agencies to aid in classifying positions using the Factor Evaluation System (FES) or a variation of the FES. Second, we are also seeking data collection instruments which have been used in pay equity studies in order to identify work characteristics "stereotypically" identified with jobs dominated by men, women or minorities. And third, we are interested in any literature, technical reports, pre-prints or published research which deals with the issue of pay equity. As a researcher in this area, any information you can provide would be appreciated. This information will be utilized in the development of questionnaires to be used in the study, and to write an annotated bibliography of the current literature in the area.

You may, if you desire, assert a business confidentiality claim covering part or all of the information. If you do assert a claim, the information will be disclosed by the GAO only to the extent, and by means of the procedures, set forth in 4 CFR Part 81, Public Availability of General Accounting Office (GAO) Records.

If you choose to assert a claim, [we] the Contractor shall, in accordance with FAR Part 9, execute a written agreement regarding the limitations of the use of this information and forward a copy of the agreement to the Contracting Officer of the GAO. Upon receiving the information, [we] the Contractor shall make a written notation that the notice set out above was given to the source, by whom, in what form, and on what date. When we submit the information to the GAO, we shall identify the information according to source, and indicate whether the source made any confidentiality claim and the nature and extent of the claim. We shall keep all information collected from nonpublic sources confidential in accordance with our contract with the GAO. If no claim is made at the time this information is received by the Contractor, it may be made available to the public by the GAO without further notice to you.

Contact: **Barrett & Associates, Inc., Schoolhouse Building, 500 West Exchange Street, Akron, Ohio 44302-1428, (216) 762-2323, FAX - (216) 762-5857.**

Call For Information

Software of interest to psychologists is being collected for the third edition of *Computer Use in Psychology*. This volume, published by the American Psychological Association, describes software for academic use, clinical applications, psychological assessment, and statistics, research, and presentation aids. The authors are soliciting information about software fitting one of the above categories. Please send information to **Computer Use in Psychology, 1228 N. Augusta Street, Staunton, VA 24401.**

The second edition of *Computer Use in Psychology* contained 883 software listings. Each listing provided a description of the software, the hardware requirements, and purchasing information. In order to ensure accuracy, software authors are asked to verify the information before the listing is published in the Directory.

Announcement

The theme of the 1992 Division 21 Midyear Meeting will be advances in presenting information to enhance human performance. Research topics that will be discussed include the glass cockpit, virtual imagery, displays for maintenance, information display for data bases, and aural presentation of information. Outstanding investigators have agreed to review these areas and their work in them.

The Midyear Meeting sponsored by APA Division 21 and HFS Potomac Chapter will be held **March 5 and 6, 1992**. It will be a one and a half day meeting with a tutorial Thursday afternoon and a symposium all day Friday.

In the Thursday tutorial session Professor Christopher D. Wickens, currently at the Air Force Academy, will present an overview of research for the display of information for human performance.

The presenters for the Friday symposium and their tentative topics are listed below.

John M. Reising, Wright-Patterson AFB—Displaying Information in Future Cockpits.

Stephen R. Ellis, NASA Ames Research Center—Displays and the Virtual World.

Cathy Abbott, NSAS Langley Research Center—Displaying Information for Fault Localization.

Deborah Boehm-Davis, George Mason University—Information Display for Data Bases.

James Ballas, Naval Research Laboratory—Audition and Information Systems.

The meeting will be held at the GWU Crystal City Center. The point of contact is Mr. David Burt (703) 521-9722. George Washington University Crystal City Center, 3 Crystal Park, Arlington, VA 22202.

Announcement

The International Association for Conflict Management (IACM) will hold its upcoming international conference on June 17-20, 1992. The conference will be held at the Hubert H. Humphrey Conflict and Change Center, University of Minnesota, Minneapolis. Papers presentations will deal with the following conflict management areas: organizational, communication, negotiation, bargaining, mediation, arbitration, social justice, intergroup, public sector, international, and decision making. If you wish to submit a paper for possible presentation at the conference, please write to William H. Ross, Department of Management, University of Wisconsin-La Crosse, 1725 State Street, La Crosse, WI 54601 USA, or call (608) 785-8450 for additional information.

Conference on April 13, 1992

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Announcement

The Department of Psychology at California State University, San Bernardino, is pleased to announce a Master of Science program in Industrial/Organizational Psychology, debuting in Fall, 1992. The new program will combine traditional academic training with required practical application courses. The current Master of Art program in I/O will be phased out.

Announcement

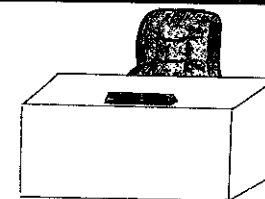
The Organization Studies department at Boston College is accepting applications for the first class in the Ph.D. program in management with a concentration in Organization Studies. The Ph.D. program is designed to provide its students with the knowledge and analytical abilities necessary to conduct the highest quality research and teaching in the field of organization studies. The intellectual theme of the program emphasizes organizational transformation, which refers to fundamental changes in organizations that influence their character and effectiveness. A number of fellowships are available for highly qualified students. Application deadline is March 1, 1992. For further information please contact: Chairperson, Ph.D. program, Organization Studies Department, Boston College, Fulton Hall 214, Chestnut Hill, MA 02167, telephone 617-552-3955.

Call for Information

A considerable amount of testing was conducted with veterans who sought vocational counseling under the GI bill during the 1950's, e.g., the Gilford-Zimmerman Temperament Survey, Thurstone Temperament Schedule, Kuder, Strong, Bennett Mechanical, Otis, etc. These data represent a potential base for some very interesting follow-up research on the effects of personality and interests on long-term outcomes. If you have access to these data, know the status of the data, or are interested in this issue, contact: James Mitchell, 217 Old Elm Road, Joliet, IL 60433.

Positions Available

Michael K. Lindell



Faculty Search

Assistant Professor of Industrial/Organizational

(Human Factors/Engineering) Psychology

Buchtel College of Arts and Sciences, Department of Psychology

The University. The University of Akron is the third largest state-assisted university in Ohio. It offers its 29,000 day and evening students more than 230 associates, bachelor and master degree programs, and 14 doctoral degree programs. Located in a metropolitan area of 500,000 people only 30 miles south of Cleveland, UA has the advantage of city life as well as the area's exceptional natural resources.

The College/Department. The Department of Psychology currently has 172 graduate students. A human performance/information processing laboratory with 10 networked PCs and a full-time programmer/technician is available for research. The successful applicant will join one to the leading programs of its type in the country. It is unique in having eight full-time faculty members in Industrial/Organizational Psychology.

The position. One tenure track position beginning August 31, 1992 with a heavy emphasis on graduate teaching and research productivity. He or she will be expected to collaborate on research with faculty and graduate students in Ph.D. programs in counseling, industrial gerontology, and applied cognitive aging. He or she will also be expected to develop an active research program in the industrial/organizational area.

Qualifications. Applicants must complete all requirements for a Ph.D. in psychology prior to the position start date. In addition to a strong foundation and research orientation in Industrial/Organization Psychology, the preference will be for an applicant with a focus in Human Factors/Engineering Psychology, broadly defined to include applied human experimental psychology and the psychology of skilled human performance and applied cognitive psychology/human information processing.

Salary. Starting salary is competitive, benefits are excellent, as are the research and teaching facilities.

Applications. Applicants should send a letter of application together with vita, reprints, and three letters of recommendation to Dr. Ralph Alexander, Chair, Industrial/Organizational Search Committee, Department of Psychology, The University of Akron, Akron, OH 44325-4301.

Deadline. Applications will be accepted until January 31, 1992.

EEO Statement. The University of Akron is an Equal Education and Employment Institution. Women and minorities are strongly urged to apply.

ORGANIZATION/MANAGEMENT DEVELOPMENT PROFESSIONAL — Florida Power Corporation, headquartered in St. Petersburg, has an immediate opening for our corporate facility. The individual will design, implement and analyze our assessment and testing systems to complement our strategic initiatives and our leadership-management model. This highly visible position will lead the design aspects of assessment center activities through regular interface with all levels of management and employees. Additional accountabilities: operations management of the corporate testing program, statistical analyses of the assessment center, testing and employee survey databases.

The ideal candidate will possess a Ph.D or Master's in I/O Psychology or related field, with a strong background in design and implementation of assessment methodologies for supervisory and managerial staff. Excellent communication skills and experience with personnel selection and validation technologies. Familiarity with organizational employee surveying and feedback processes in highly desirable.

This outstanding opportunity includes a competitive salary and benefit program including relocation assistance. For confidential consideration, please send resume and salary history to: **Florida Power Corporation, Recruitment Dept. D2A/IOP, P.O. Box 14042, St. Petersburg, FL 33733.** Equal Opportunity Employer M/F/H/V.

Entrepreneurial opportunity for seasoned senior consulting organizational psychologist with established and growing regional I/O management consulting firm. This is an equity track position with a successful firm whose client base includes business, industrial, health care, governmental, and not-for-profit organizations. Clients range from small to Fortune 100 companies. Qualified candidates should have a track record (10+ years) of proven performance in individual assessment, team development, and organizational development, as well as marketing and product development. This person needs to be comfortable working as a member of a team in a flexible, highly responsive, small firm environment. Candidates should possess:

- (1) Ph.D. in Industrial/Organizational or Clinical/Organizational Psychology, and should be licensable in Missouri.
- (2) Strong interpersonal skills and the ability to relate effectively with all levels of management.

- (3) Strong strategic skills.
- (4) Strong oral and written communication skills.
- (5) Strong desire to learn and grow professionally.

Send confidential letter and resume to: **Colarelli, Meyer & Associates, Inc., 7751 Carondelet Avenue, St. Louis, Missouri 63105.**

Consultant, Research Associate

Continued growth has created exciting career opportunities at Development Dimensions International (DDI), a major international management consulting and training firm. Our products and services are on the leading edge of employee development, personnel selection, and customer service.

Consultant—Selection and Assessment

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You will have an opportunity to work on a range of exciting new products and approaches with an array of client organizations. DDI's Selection and Assessment consultants have achieved outstanding reputations of satisfying our clients by: 1) configuring selection and assessment systems to fit clients' needs and 2) developing new assessment products and strategies whenever current methodologies will not appropriately address a particular client's needs.

The successful candidate will have an advanced degree in Industrial/Organizational Psychology, at least seven years of experience in selection/promotion system design, major project management and strong interpersonal/communication skills.

Research Associate

This high-growth position is an excellent opportunity for an individual with a master's or doctorate in Industrial/Organizational Psychology to work on a stimulating variety of projects. This person will report directly to the Senior Vice President and will:

- * Design and conduct studies to evaluate DDI's training programs.
- * Develop and validate state-of-the-art assessment/selection instrumentation.
- * Conduct survey research on a variety of topics.

* Write technical reports on all of the above for publication and/or marketing support.

The successful candidate will possess superior oral and written communication skills and a desire to interact with both internal and external clients. A strong background in test development and validation research is needed, and relevant experience in consulting and/or applied research is preferred.

The positions are Pittsburgh based and require moderate travel (approximately 40% for the Consultant position, 25% for the Research Associate). We offer an attractive compensation and benefits package and an opportunity to work and grow in a highly professional, fast-paced, team environment. We hope that you are excited about the prospect of joining DDI. Please send your resume and salary requirements with a letter relating your experience to: **Bernie Kortze, Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15107-2838.** Equal Opportunity Employer.

I/O PSYCHOLOGIST— The Dow Chemical Company, in Midland, Michigan, is seeking an I/O Psychologist for a contract position in Human Resources Research. Qualified candidates should have training or experience in attitude research, selection test development and validation, organizational effectiveness, statistical analysis, and research design. Outstanding interpersonal and communication (verbal and written) skills are essential as are consulting skills and the ability to relate effectively with all levels of management. Contract to begin immediately or within the first quarter of 1992.

Please send your resume along with a letter of interest to: **Technical Recruiting, Department MD2, Dow U.S.A., 1801 Building, Midland, Michigan 48674.** An Equal Opportunity Employer.

CONSULTANT/PROJECT MANAGER. Personnel Decisions, Inc. (PDI) is a premier human resources and management consulting firm, specializing in assessment-based development. Having grown at rates of up to 30% per year, we now have more than 55 consulting psychologists, and offices in Minneapolis, New York, and Dallas. PDI serves organizations in both the public and private sectors; our clients are predominantly Fortune 500 companies, in all industry groups. In order to meet the growing demands of our clients, we are seeking a Minneapolis-based project manager to assume responsibility for our plant start-up services. Primary duties will involve assisting clients with the selection and training of employees for new manufacturing facilities, to include large scale project management, job analysis, design of selection tools and processes, training, and quality assurance, 5+ years experi-

ence with plant start-up operations, self-directed work teams, selection, training, design and validation of assessment tools, and multiple site project management is required. Business development and client management experience is helpful. The ideal candidate will also have a M.A. in I/O Psychology or Industrial Relations. Growth opportunities are available commensurate with demonstrated contributions and skill. PDI is an equal opportunity employer committed to employing a team of diverse professionals. Please send your resume and salary expectation, with a letter relating your experience to our job requirements, to: **Cathy Nelson, Director of Human Resources, Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402.**

PERSONNEL RESEARCH INTERNSHIPS. Southwestern Bell Telephone Company, a leading telecommunications company, is currently seeking applications for a Pre-Doctoral (third or fourth year) Industrial/Organizational Psychology internship. This position will provide an excellent opportunity to gain experience in a major corporation and become part of a team consisting of three I/O Psychologists, a research assistant and staff responsible for Company-wide employment procedures. Research projects may include conducting job analyses, analyzing test validation data, constructing selection tests, construction surveys based upon client requests, and writing technical reports. Strong written and oral communication skills is essential. Expertise in SAS in the TSO computer environment is highly desirable. This is a 6-month, full time position beginning July, 1992. Qualified applicants should be enrolled in an I/O Psychology doctoral program, and have completed a Master's degree or equivalent.

Interested students are invited to send a resume and two letters of recommendation **no later than April 15, 1992** to: **Internship Director, Southwestern Bell Telephone Company, 1010 Pine Street, Room 1305, St. Louis, MO 63101.**

ASSISTANT PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. The Department of Psychology, Louisiana State University is seeking applicants for 1 tenure track appointment at the Assistant Professor level. The appointment will be effective August, 1992. The ideal candidate will have strong academic credentials and a commitment to furthering the Department's and the University's thrust toward scholarly excellence. Specific interests and strengths within traditional I/O topics are totally open. LSU offers a Ph.D. in I/O psychology and currently has 4 full-time I/O faculty members. The Department offers research facilities, teaching loads, and salaries commensurate with other Research I institutions. Interested candidates should send a letter of application, curriculum vitae, selected publications, and

three letters of recommendation to: **Dr. Irv Lane, Chair, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803-5501.** The search will remain open until at least January 10th, 1992 and will continue until the position is filled. Louisiana State University and A & M College assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, or veteran's status in the admission to, participation in, treatment of, or employment in the programs and activities which the University operates.

RENSSELAER POLYTECHNIC INSTITUTE VISITING FACULTY CHAIR. The Psychology Department at Rensselaer Polytechnic Institute seeks applicants for a one-year visiting assistant professor position beginning August 1992. Applicants whose primary teaching and research experience are in Industrial/Organizational or closely related areas are especially encouraged to apply.

Rensselaer is located near New York's Capital District and is within an hour's drive of some of the most attractive vacation areas in the Northeastern U.S. and within three hours of Boston (160 miles) and New York City (150 miles).

Applications from qualified minority and women candidates are especially invited. To ensure that your application will be considered, it should be complete by February 1st, 1992. However, applications will continue to be screened until the position is filled. Please send letter of application, vita and three letters of recommendation to: Visiting Search Committee, Department of Psychology, 305 Carnegie, Rensselaer Polytechnic Institute, Troy, NY 12180-3590.

THE DEPARTMENT OF PSYCHOLOGY AT KANSAS STATE UNIVERSITY invites applications for a tenure-track position at the rank of Assistant Professor available in the Fall of 1992. Candidates are expected to have earned the Ph.D. at the time of appointment. We seek an *industrial/organizational* psychologist with an concentration in one or more personnel or human-resources topics (selection, appraisal, training, etc.). Additional expertise in topics pertaining to human factors is desirable, but not essential. Responsibilities include teaching graduate and undergraduate courses in personnel/human-resources psychology and related areas, and establishing a strong research program as evidenced by publication, acquisition of extramural funding and supervision of graduate students' research. Salary is competitive and dependent upon qualifications. Submit letter of application indication area(s) of interest and professional objectives, vita, three letters of recommendation and reprints/preprints to: **Dr. Frank E. Saal, Department of Psychology, Bluemont Hall, Kansas State University, Manhattan, KS 66506-5302.** Ap-

plications should be competed by February 1, 1992. Kansas State University is an Affirmative Action/Equal Opportunity Employer, and encourages applications from qualified female and minority candidates.

TENURE TRACK POSITION IN I/O PSYCHOLOGY. The Department of Psychology at Auburn University solicits applications for a faculty position in I/O psychology. Responsibilities include graduate and undergraduate teaching, supervision of student research and practica in Auburn's doctoral I/O psychology program, and the development of an active research program. Evidence of, or potential for a productive research career will be given high priority in screening applicants. Rank open. Forward a letter describing current interest, a vita, selected reprints/preprints and three letters of recommendation to I/O Faculty Search Committee, Department of Psychology, Auburn University, AL 36849-5214. Minorities and women are especially encouraged to apply. Auburn University is an Equal Opportunity/Affirmative Action Employer.

I/O GRADUATE INTERN. Wells Fargo Bank, a leading financial institution based in San Francisco, is actively seeking an I/O graduate student interested in a challenging 1992 summer internship. This position will have significant impact on a bankwide employee selection project, and participate in other senior management initiatives involving survey research and employee retention.

The intern position is full-time and will be a minimum of three months in duration. Qualifications include graduate work in I/O psychology (preferably 3rd and 4th year) with knowledge of test validation procedures and PC SAS skills being highly desirable.

For a rewarding summer internship in a beautiful location, please send your resume and a letter of interest to: **Intern Position, Staff Analysis Department 0107-035, Wells Fargo Bank, 394 Pacific Avenue, San Francisco, CA 94163.** An equal opportunity employer.

ORGANIZATIONAL/CLINICAL PSYCHOLOGIST. INTERACTION DYNAMICS seeks to establish a formal referral and service network of small consulting groups with expertise in clinical and organizational assessment. The purpose of the network is to provide local servicing to our national clientele and to develop and project sophisticated regional and national public awareness programs. For more information and to provide us with your group's capabilities, please contact: **Robert (Uri) Heller Ph.D., President, 444 North Orleans St., 4th Fl., Chicago, IL. 60610. (312) 245-9452 FAX (312) 245-9457.**

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

HUMAN RESOURCES RESEARCH INTERNS. BellSouth Corporation, a leader in the telecommunications industry, is currently accepting applications for Pre-Doctoral (3rd and 4th year) Industrial/Organizational Psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs, and gain insight into the environment of a major corporation while interacting with other I/O psychologists. The internships are full-time and are normally six months in duration (January-June, July-December). All positions are located in Atlanta, Georgia.

Qualified applicants will be enrolled in an I/O Psychology doctoral program, and have completed a Master's degree or equivalent (i.e., admitted to doctoral candidacy). Applicants should possess strong research and analytical skills as well as good written communication skills. Expertise in computer skills (SAS, SPSS, PC) is highly desirable.

Interested graduate students are invited to submit a cover letter, vita, and two letters of recommendation to: **Dan Whiteneck, Ph.D., BellSouth Corporation, Room 13E, 1155 Peachtree Street N.E., Atlanta, Georgia 30367-6000.**

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