

TIP

Editor:
Steve W. J. Kozlowski
 Department of Psychology
 129 Psychology Research Building
 Michigan State University
 East Lansing, MI 48824-1117
 Phone: 517-353-8924
 FAX: 517-353-4873

Business Manager:
Michael K. Lindell
 Department of Psychology
 129 Psychology Research Building
 Michigan State University
 East Lansing, MI 48824-1117
 Phone: 517-353-8855
 FAX: 517-353-4873

Editorial Board:
Thomas Baker **Eduardo Salas**
Kurt Kraiger **James C. Sharf**
Craig J. Russell **Margaret Wagner**

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Plant A	151	44-		
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A PARTING EDITORIAL

Steve W. J. Kozlowski

This issue marks the end of my three year term as the Editor of **TIP**. **Kurt Kraiger**, who has been contributing the *Vantage 2000* column, will be assuming my former position. I trust that he will have the same high level of support from SIOP members and **TIP** readers that I have enjoyed.

One of the major perks (in fact, the only perk!) of the editorship is that the effort is widely appreciated by SIOP members. I have been the fortunate beneficiary of many positive and supportive comments regarding the quality of **TIP** and its content. Thank you all; those comments and your support really make all the effort worthwhile.

TIP, however, is the product of many contributors. Although some of the content in **TIP** has been solicited, most of the features and news is provided by members. I have been fortunate to have had an abundance of high quality submissions from the membership. I thank all of you for your excellent contributions.

The **TIP** Editorial Board coordinates several columns that are designed to keep our diverse membership informed on issues of particular interest. **Tom Baker** writes *Practice Network*, a column dedicated to problems and news for those who must deal with the day-to-day realities of HRM. **Kurt Kraiger** writes *Vantage 2000*, a column devoted to issues related to the changing workforce and issues of diversity (Kurt, by the way, needs to replace himself — in case anyone is interested). **Craig Russell** has been providing interviews with some of our senior colleagues who were formative in the development of our field. **Ed Salas** has recently initiated a new column designed to highlight research funding opportunities. **Jim Sharf** helps to provide up-to-date information on relevant legal developments. And **Peggy Wagner** provides summaries of SIOP Committee activities (16 standing committees!) to help members stay abreast of all the voluntary effort on their behalf. I thank you all for your fine work.

I would also like to acknowledge the many people who "work behind the scenes," but whose contributions are critical to **TIP**. **Mike Lindell** has "taken care of business" for **TIP**. That role now moves to the Administrative Office. The Administrative Office and in particular, **Jennifer Rhinas**, provides all sorts of support. **Julie Rheinstein** (of External Affairs) compiles the list of meetings that is printed in every issue. **Vicki Alexander**, my secretary at Michigan State University, has provided assistance of all kinds. And, finally, my appreciation to the people at Stoyles Graphic Services who take very rough copy and transform it into a slick package. My thanks to all.

As I have said before: **TIP** works so well because so many work so hard.



First Annual SIOP Road Race
1992 SIOP Conference
Montreal
Saturday May 2, 1992



The Conference Committee will inaugurate a SIOP road race at the 1992 conference in Montreal. The distance will be 5K (3.1 miles). The race will be held Saturday, May 2 at 7:30 a.m.

There will be several categories for competition, both individual and team. Individual prizes will be awarded for male and female age group winners. The age groups will be defined as follows: 20-29; 30-39; 40-49; 50+. There will also be a "Cadillac" Division for high self-esteem competitors who would describe themselves as "full-size" models rather than "compacts." There will also be a prize awarded to the overall male and female winners. Team competition will include the following categories and will be "open" competition categories (i.e. no "within-group" norms by age or gender):

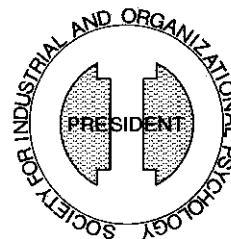
Mixed double (two person male/female teams)
Advisor/Advisee ((two person teams, no temporal limits)
Science/Practice (two person team, one academic, one non-academic)
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For all but mixed doubles teams, adviser/advisee teams and science/practice teams, winning times will be calculated as the average time of the best two finishers per team. Team roster limited to five individuals from the same unit (ie, University, consulting firm, government agency or private sector employer). Graduate students and spouses may compete in any individual or team categories.

Registration will take place at Conference on Thursday and Friday and on race day at race site. The race will take place within walking distance of the Conference hotel. Awards will be presented at the SIOP Luncheon.

**For more
information
contact:**

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 Research Building D
 Penn State University (814) 865-3312
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A Message From Your President

Richard Klimoski

Some relevant developments:

Those of you who read this column in the last issue of *TIP* might remember my references to the *Soroka v. Dayton Hudson Stores* case that was "simmering" then on the west coast. Well the heat has been turned up a bit.

The case is one that was brought by job applicants nominally on the basis of their claim of rights to privacy (guaranteed by California State law). The plaintiffs were offended by the items on the CPI/MMPI test battery used in the selection/screening process dealing with sexual orientation and religious beliefs. But it is far more complex than this. In the eyes of many (myself included), the appeals court interpretations used in support of their decision to overturn the original decision (which was in favor of the defendants—the *Dayton Hudson Stores*) have substantial implications for both the practice and science of personnel selection.

Recently, many practicing members of the Society have contacted me with their concerns as to where this case would ultimately take the field. All were urging some form of response/intervention on the part of SIOP. So I wasn't surprised when I was called by the APA Science Directorate to see if I would be willing to participate in a conference call to discuss the merits of filing an *Amicus* brief with the California State Supreme court. Subsequently, materials were circulated to me and to about a dozen individuals representing the APA Directorates, the APA Committee on Legal Issues (COLI), APA Legal Counsel, and APA's Committee on Psychological Tests and Assessment, many of whom took part in the call.

The focus of the conversation (if you can label a conference hookup with that many people involved a "conversation") was on the implications of the Appeals Court opinion for psychological testing in employment contexts. After lengthy discussion, it was agreed that there were indeed many problematic aspects of the opinion, which, if allowed to stand, would seriously affect Psychology.

An outcome of the conference call was a decision to formally request a State Supreme Court review of the Appeals court position. And, if the Court does get involved, we want to be granted *amicus* status in the case (taking neither the plaintiffs' nor the company's side). A letter communicating APA's

desires was prepared by outside counsel, reviewed by APA staff, and (I am told) was delivered just in time to meet the filing deadline.

These events were discussed at the last Executive Committee where a vote was taken to have SIOP formally involved in any future developments on the case. More specifically, should the State Supreme Court grant APA *amicus* status, we felt that SIOP should participate in the actual drafting of the language of the brief. Toward this end, **Wayne Cascio**, incoming President of the Society, is staffing and coordinating at Ad Hoc panel being set up for this purpose. Whatever unfolds in this case, we will be ready to respond in the best interests of our members and of science based personnel selection.

In a similar vein, there have also been a few developments in the implementation of the Americans with Disability Act. As most of you know, organizations are gearing up to meet the compliance deadlines of this Act. In many cases, this involves a review and realignment of human resources practices, especially those associated with selection and screening.

A particularly troublesome part of the Act for I/O Psychologists has to do with the way that the EEOC will view psychological tests in light of the Act's prohibition against pre-hire (offer) medical exams. If tests (eg., personality tests) are deemed to constitute a medical examination or inquiry, individuals with disabilities could only be assessed with tests *after* an offer was made. Thus, contrary to current practice, the (presumably job-relevant) test would be used as a final screening device. Clearly, how tests are viewed by the EEOC will have profound consequences as it could transform selection practices overnight.

To the credit of APA's Science Directorate, the individuals there have been trying to get SIOP's views across to EEOC/ADA staff in order to insure that those drafting EEOC/ADA policy understand the scientific and professional issues involved in employment testing. The fact is, however, on this issue we are dealing with Commission policy and policy wording does not really have to work though any public review process (as was the case of the ADA "Guidelines"). So, for some period of time, it was uncertain as to whether SIOP would ever be heard. Therefore it was somewhat of a pleasant surprise that staff members working on this issue decided to contact me for input. In fact, I have had several opportunities to converse with them on this important matter.

While it is impossible to guarantee what the final wording will say regarding what does or does not constitute a pre-offer medical inquiry, there seems to be a willingness to distinguish the latter from employment-related psychological testing. At the time of this writing, staff thinking emphasizes the purpose or the goal of pre-offer inquiries. To the extent that psychological testing in employment contexts exists to assess job qualifications, it is clearly different from a medical examination. The latter, ostensibly, has as its goal diagnosis or clinical classification. Therefore such pre-offer job-relevant assessments would not be prohibited or restricted under the ADA.

We will just have to see if all this effort has had a material impact on future policy statements coming out of the EEOC relevant to the ADA (look for such special policy guidance information to appear in the BNA's Daily Labor Report or Commerce Clearinghouse).

For the past year or so, **Loriann Roberson** and **Jeff McHenry** have contributed a great deal of personal effort toward the goal of increasing ethnic minority participation in SIOP. Their work has already had an impact on SIOP/APA Conference programming. But I thought that we should approach this area more systematically. Thus I was very pleased when the Executive Committee supported my recommendation to create a special task force to address participation issues.

The task force would be charged with the responsibility of developing and presenting proposals regarding what, we as a Society, could (and should) do to promote the goal of increased minority participation (as students, as regular members and as leaders). Loriann and Jeff have agreed to co-chair this task force (which bodes well for the project). They have an article outlining some of their thoughts in this issue of **TIP**. I urge you all to look it over. Moreover, if you have any ideas or concerns relevant to the charge of the task force, you might share them with us.

Finally, by way of good news, I did want to report that SIOP has retained all four of its seats on APA Council. This is because enough of you took the time to vote (and to allocate all ten of your votes to Division 14) in the recent apportionment ballot. The significance of this is that we will have effective representation in a Governing body that, for better or worse, continues to have the capacity to affect the affairs of Psychologists in the U.S. This also means that SIOP/APA members should look forward to receiving materials relative to the election of a new SIOP/APA rep (to ultimately succeed **Shelly Zedeck**). I urge you to vote in that election as well.

Some well deserved recognition:

Last year, when Past-President **Frank Landy** "rehabilitated" the phrase "Office of the Presidency" in his attempts to capture the nature of the leadership function of the Society, I sort of understood what he meant. However, after going through my own office, I really have come to appreciate the significance of the concept. Our committee structure, the operation of the Executive Committee and the good people who have agreed to serve the Society in some formal capacity really have made a difference in the quality of my tenure. In this, my last report to you in **TIP**, I would like to acknowledge some of the people who make up this collectivity.

In terms of meeting day-to-day functions of the Society, I want to recognize the work and support of **Bill Macy** and his staff (especially **Jennifer Rinas**). I am continually amazed at how much he gets done on behalf of SIOP while still sticking by the mandate we have given to him. Similarly, (particularly because he is in his final weeks as financial officer), I wish to cite the valuable contribution made by **Manny London**. He has done a great job keeping our

increasingly complex financial matters under control. **Elaine Pulakos**, as secretary of the Society, has helped me a great deal in coordinating and conducting our Executive Committee meetings. Thanks to her, I have never had to worry about local arrangements for these meetings or the materials needed to insure that they are conducted smoothly and effectively.

Frank Landy (as Past-President) and **Wayne Cascio** (as President-Elect) were always available for consultation and advice. I can't thank them enough for their time and useful perspectives. Our Representatives to Council have kept me well apprised of developments at APA. Moreover, it has been reassuring that I could always count on **Wally Borman**, **Wayne Cascio**, **Ann Howard**, and **Shelly Zedeck** to stand up for our Society's best interests in that forum (I will note that none of these people are exactly "wilting violets").

This year, our Long Range Planning Committee, **Mike Campion** and **Jim Farr** under the leadership of **Susan Jackson**, had an awful lot of work to do. In fact, in light of this, Susan coordinated and ran a successful special planning session just before our winter Executive Committee meeting. Among other things, we covered the operation of our administrative office in light of increasing demands placed on it and the kind of formal relationship that SIOP should have vis-a-vis APS. This was in addition to the "sunsetting" review work that this group would usually carry out.

Many of you who have attended recent SIOP conferences probably don't realize that the "user friendly" nature of the event of (to borrow his term) is largely the result of the efforts of **Ron Johnson** and his Conference Planning Committee. This "no hassles" atmosphere contributes to the pleasure we derive from attending this increasingly popular venue. This year Ron will be stepping down as chair of that hard working group. So when you see him in Montreal, give him a special "merci."

In terms of succession planning, most of you know that this function is performed for SIOP by our Committee on Committees. This year, **Allen Kraut** has chaired this committee. While Allen's hard work cannot not be fully appreciated until the next (Cascio) administration, I do want to acknowledge his efforts at accommodating all of you who have exhibited an interest in getting involved in some formal way in SIOP. I belong to a lot of professional associations, but I believe that the work of this committee is exemplary in keeping the Society open to (especially new) member participation.

Wayne Camara took over the Awards Committee this year and did an excellent job. The scope of work for this committee has expanded to include an award for distinguished early career contributions in the name of **Ernest McCormick**. So the Awards Committee had to innovate as well as to apply past practices in doing its work. As you will see from an article on the awards program elsewhere in this issue, we had a gratifying numbers of nominations this year and a great group of winners.

Georgia Chao and **Craig Williams**, with the help of their committee, have assembled an excellent set of workshops scheduled just prior to the SIOP

conference. In light of the fact that we are no longer sponsoring workshops at APA, Georgia and Craig are looking for ways to increase accessibility of members for those workshops that we do offer while still maintaining the quality of the experience.

The E and T Committee has several continuing responsibilities. But this year **Greg Dobbins** and his group put out special effort at updating our Society publication dealing with graduate education opportunities in I/O Psychology and related programs. New listings have been sought out, and the masters level of training section has been expanded. This is a very popular booklet as it is used to match up applicants to educational opportunities in our field. Look for announcements as to when the newest update will be available (some time in '92).

Lois Tetrick, as chair of our External Affairs Committee, has continued to find ways to promote I/O Psychology and the Society. Especially noteworthy this year is the fact that we now have an official position for ways of relating to foreign applied psychological associations in general and the Canadian Psychological Association (I/O Section) in particular. The latter is very timely in so far as it can be showcased at our conference in Montreal this year.

In my experience, the work (and achievements) of the Fellowship Committee is, to a large extent, influenced by the initiative of the chair. This year has been no exception. Thanks to the leadership of **Angelo DiNisi** and the diligent work of his committee, we have a very large slate of Fellow candidates to vote on during the business meeting at the SIOP conference. As in the past, a subset of these will go on to have their candidacy approved by APA or APS, so that they might enjoy Fellow status in these organizations as well.

The Society publishes and promotes two book series, the *Frontiers* and *Professional Practice*. As the second Editor of the *Frontiers* Series, **Irv Goldstein** has done an outstanding job identifying and bringing along several volumes this year. He is now anticipating the publication of a new book in each year for the foreseeable future. **Doug Bray**, as the original Editor of the *Practice* Series, has taken what was just a publishing concept and has shaped three volumes to date, which is no small feat. Please be on the lookout for displays of the books in both of these series at the SIOP conference. Better still, buy a few copies where you see them offered. You will enjoy their contents, receive a discount and support the Society at the same time.

Marcia Andberg and her Membership Committee continue to report favorable results in their work screening potential new members. I am very pleased at the number of individuals who choose to join SIOP this year. The fact is, all of these people have choices as to what professional groups with which to affiliate. On the other hand, I also feel that there are a large number of individuals who would be interested in becoming a member of the SIOP, if only they were encouraged to join. Enough said?

The Professional Affairs Committee Chair, **Margaret Ingate**, and States Affairs Committee Chair **Val Markos** had major responsibilities this year for

developing and implementing a survey of SIOP members with regard to their professional needs. In this regard, special thanks should go to OASYS for contributing the costs of printing the survey and processing the results, and to **Steve Torkel** for the data summaries. The first of the results are now in and will be used to guide standing committee recommendations and Executive Committee decisions. I know that I was informed by them. Look for details of the survey in reports to be published later. At that time, Margaret, Val and I will try to systematically thank the many individuals who had a hand in the project.

My summary of developments with regard to the Soroka case and the ADA presented above could have also recognized the valuable assistance of **Paul Sackett**, Chair of the Scientific Affairs Committee. But I wanted to more properly thank him in this section of my report for his interpretations and advice with regard to the scientific implications of these nominally practice issues. Paul and his committee will be looking into the 1991 Civil Rights Act in a similar fashion. In light of the complexities of this Act, I have no doubt that our members will be seeking leadership from the Executive Committee in the not-too-distant future. Once again, I would rather to prepared and proactive, than wait for things to happen.

Finally, I wish to congratulate **Steve Kozlowski** and **Mike Lindell** for completing their terms as Editor and Business Manager of **TIP**, respectively. As most of you know, this is their last issue. Under their guidance, our newsletter has reached new heights of sophistication (in content and coverage), increased impact, and, not inconsequentially, new levels of revenues from advertising. We are fortunate, as a Society, to have such committed and resourceful individuals who are willing to volunteer their services for such important and demanding roles. Moreover, I am especially grateful to Steve for grooming a successor, **Kurt Kraiger**. As a result, I expect a "seamless" transition for the Editorial Office to the University of Colorado at Denver. And I look forward to working with Kurt in the future.

In conclusion, I want to encourage all of you who have interest in participating in Society functions and leadership to make this known. SIOP will always need the commitment, time and talents of people like those mentioned above. In this regard, the article by **Allen Kraut** on how to do this (elsewhere in this issue) should be helpful. As an I/O Psychologist, my work has been built on the premise that human resources are important to achieving the goal of organizational effectiveness. As the soon to be Past-President of the Society, I am keenly aware of just how true this is for our particular and very special voluntary organization. I urge you to get involved.

CALL FOR NOMINATIONS AND ENTRIES 1993 AWARDS

of the SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY



Distinguished Professional Contributions Award

Distinguished Scientific Contributions Award

Distinguished Service Award

Edwin E. Ghiselli Award for Research Design

Ernest J. McCormick Award for Distinguished Early Career Contributions

S. Rains Wallace Dissertation Award

(Deadline: 16 September 1992)

Send nominations and entries for all awards to:

Wayne J. Camara

750 First St., N.E.

American Psychological Association

Washington, D.C. 20002-4242

The following instructions apply for the Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, and the Ernest J. McCormick Awards.

The winner of each award is given a certificate and a cash prize of \$500. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology that relates to his or her contributions.

Nomination Guidelines and Criteria

1. Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.
2. Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.
3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee.
4. Letters of nomination, vitas, and all supporting letters or materials must be received by 16 September 1992.

Administrative Procedures

1. The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the Executive Committee of the Society for Industrial and Organizational Psychology. Two or more nominees may be selected if their contributions are similarly distinguished.
2. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

In recognition of outstanding contributions to the practice of industrial and organizational psychology.

The award is given to an individual who has developed, refined and implemented practices, procedures, and methods that have had a major impact on both people in organizational settings and the profession of industrial and organizational psychology. The contributions of the individual should have advanced the profession by increasing the effectiveness of industrial and organizational psychologists working in business, industry, government, and other organizational settings.

Criteria for the Award

The letter of nomination should address the following points:

- (a) The general nature of the nominee's contributions to the practice of industrial and organizational psychology.
- (b) The contributions that the nominee has made to either (1) the development of practices, procedures, and methods, or (2) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.
- (c) If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.
- (d) The impact of the nominee's contributions on the practice of industrial and organizational psychology.
- (e) The stature of the nominee as a practitioner vis-a-vis other prominent practitioners in the field of industrial and organizational psychology.
- (f) The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.
- (g) The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing industrial and organizational psychologists.
- (h) The organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

See also the *Nomination Guidelines and Criteria* and *Administrative Procedures*.

Recent Winners of the Award

1982	John Flanagan	1988	Herbert H. Meyer
1983	Edwin Fleishman	1989	William C. Byham
1984	Mary L. Tenopir	1990	P. Richard Jeanneret
1985	Delmar L. Landen	1991	Charles H. Lawshe
1986	Paul W. Thayer	1992	Gerald V. Barrett
1987	Paul Sparks		

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

In recognition of outstanding contributions to the science of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of industrial and organizational psychology. The setting in which the nominee made the contributions (i.e., industry, academia, government) is not relevant.

Criteria for the Award

The letter of nomination should address the following issues:

- (a) The general nature of the nominee's scientific contributions.
- (b) The most important theoretical and/or empirical contributions.
- (c) The impact of the nominee's contributions on the science of industrial and organizational psychology, including the impact that the work has had on the work of students and colleagues.
- (d) The stature of the nominee as a scientist vis-a-vis other prominent scientists in the field of industrial and organizational psychology.

See also the **Nominations Guidelines and Criteria and Administrative Procedures.**

Recent Winners of the Award

1983	William A. Owens	1988	Raymond A. Katzell
1984	Patricia C. Smith	1989	Lyman W. Porter
1985	Marvin D. Dunnette	1990	Edward E. Lawler, III
1986	Ernest J. McCormick	1991	John P. Campbell
1987	Robert M. Guion	1992	J. Richard Hackman

DISTINGUISHED SERVICE AWARD

In recognition of sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology.

This award is given for sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations.

Criteria for the Award

The letter of nomination should address the nature and quality of the nominee's service contributions. A detailed history of the individual's service-oriented contributions should be provided. It should specify (a) the offices held by the nominee, (b) the duration of his or her service in each such office, and

(c) the significant achievements of the nominee while an incumbent in each office.

See also the **Nominations Guidelines and Criteria and Administrative Procedure.**

Recent Winners of the Award

1989	Richard J. Campbell and Mildred E. Katzell
1990	Paul W. Thayer
1991	Mary L. Tenopir
1992	Irwin L. Goldstein

ERNEST J. McCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

In recognition of distinguished early career contributions to the science or practice of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished contributions to the science and/or practice of industrial and organizational psychology within seven (7) years of receiving the Ph.D. degree. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The Ernest J. McCormick Award for Distinguished Early Career Contributions is sponsored by Consulting Psychologists Press, Incorporated.

Criteria for the Award

The letter of nomination should address the following issues:

- (a) The general nature of the nominee's contributions to science and/or practice.
- (b) The most important contributions to science and/or practice.
- (c) The impact of the nominee's contribution on the science and/or practice of industrial and organizational psychology, including the impact that the work has had on the work of students and colleagues.
- (d) The status of the nominee as a scientist and/or practitioner vis-a-vis other prominent scientists and/or practitioners in the field of industrial and organizational psychology.

Documentation should be provided that indicates that the nominee received his or her Ph.D. degree no more than seven years preceding the awards submission deadline of 16 September 1992.

See also the **Nominations Guidelines and Criteria and Administrative Procedure.**

Recent Winner of the Award

1992	John R. Hollenbeck
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EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

In recognition of the research proposal that best shows the use of scientific methods in the study of a phenomenon that is relevant to the field of industrial and organizational psychology.

The award is given to the author(s) of the best research proposal in which scientific methods are used to study a phenomenon of relevance to the field of industrial and organizational psychology. The proposal should demonstrate the use of research methods that are rigorous, creative, and highly appropriate to the study of the phenomenon that is the focus of the proposed research. The proposal should cover research that is at either the design stage or is in very early stages of pilot-testing. Proposals covering completed research should not be submitted.

The author(s) of the best proposal is (are) awarded a certificate and a \$500 prize. In addition, the Scientific Affairs Committee of the Society for Industrial and Organizational Psychology will assist the winner in both obtaining funding and locating sites for the conduct of the proposed research. This offer of assistance, however, does not obligate the award winner(s) to actually perform the proposed research. The recipient(s) of the award will be asked to present an invited address dealing with the proposal at the meeting of the Society for Industrial and Organizational Psychology.

If more than one outstanding research proposal is submitted for review, the Awards Committee may recommend that an otherwise outstanding, but not a winning, proposal be awarded honorable mention status.

Criteria for Evaluation of Proposals

Research proposals will be evaluated in terms of the following criteria:

1. The degree to which the proposed research addresses a phenomenon that is of significance to the field of industrial and organizational psychology.
2. The extent to which the proposal shows appropriate consideration of the relevant theoretical and empirical literature.
3. The degree to which the proposed research will produce findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion).

The setting of the proposed research is of lesser importance than the capacity of the study to produce highly valid conclusions about a real-world phenomenon of relevance to the field of industrial and organizational psychology. The methods of the proposed research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the proposed research is actually capable of being conducted.
5. The degree to which the proposed research, irrespective of its outcomes, will produce information that is both practical and theoretical in relevance.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.
7. The degree to which the proposal provides for the appropriate coverage and consideration of (a) research objectives, (b) relevant theoretical and empirical literature, and (c) research methods. Note that a budget for the proposed research should not be submitted.

Guidelines for Submission of Proposal

1. Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Society, the American Psychological Association or by any person who is sponsored by a member of one of these organizations.
2. Proposals having multiple authors are acceptable.
3. Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However it excludes references.
4. Proposals should be prepared in accord with the guidelines provided in the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
5. Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
6. No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
7. Individuals who have previously won the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to win an award a third time, the author must show evidence of having completed at least one or two previously proposed studies.
8. Proposals must be received by 16 September 1992.

Administrative Procedures

1. Proposals will be reviewed by the Awards Committee of the Society for Industrial and Organizational Psychology.
2. The Awards Committee will make a recommendation to the Executive Committee of the Society for Industrial and Organizational Psychology.

chology about the award winning proposal and, if appropriate, a proposal deserving honorable mention status.

3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a proposal that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Recent Winners of the Award

1984	Max Bazerman & Henry Farber	1989	Kathy Hanisch & Charles Hulin
1985	Gary Johns		
1986	Craig Russell & Mary Van Sell	1990	Award Withheld
1987	Sandra L. Kirmeyer	1991	Award Withheld
1988	Award Withheld	1992	Julie Olson & Peter Camevale

S. RAINS WALLACE DISSERTATION RESEARCH AWARD

In recognition of the best doctoral dissertation research in the field of industrial and organization psychology.

This award is given to the person who completes the best doctoral dissertation research germane to the field of industrial and organizational psychology. The winning dissertation research should demonstrate the use of research methods that are both rigorous and creative.

The winner of the award will receive a certificate and a cash prize of \$500. He or she will also be asked to present an address that is based on the award-winning dissertation research at the meeting of the Society for Industrial and Organizational Psychology.

Criteria for Evaluation and Submissions

Research proposals will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of industrial and organizational psychology.
2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.
3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of industrial and organizational psychology. Thus, the methods of the research (including

subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.
5. The degree to which the research yields information that is of both practically and theoretically relevant and important.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of the Society for Industrial and Organizational Psychology, the American Psychological Society, the American Psychological Association.
2. Each entrant should submit ten copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
3. Papers are limited to a maximum of 76 double-spaced pages. This limit includes the title page, abstract, tables, figures, references, and appendices.
4. Papers should be prepared in accord with the guidelines provided in the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
5. The paper must be based on a dissertation that was accepted by the graduate college two years or less before 16 September 1991, with the stipulation that an entrant may only submit once.
6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychological Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.
7. Entries (accompanied by supporting letters) must be received by 16 September 1992.

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of the Society for Industrial and Organizational Psychology.
2. The Awards Committee will make a recommendation to the Executive Committee of the Society for Industrial and Organizational Psychology about the award winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute recommendations of its own.
4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Recent Winners of the Award

1982	Kenneth Pearlman	1988	Sandra J. Wayne
1983	Michael Campion	1989	Leigh L. Thompson
1984	Jill Graham	1990	Award withheld
1985	Loriann Roberson	1991	Rodney A. McCloy
1986	Award withheld	1992	Elizabeth W. Morrison
1987	Collette Frayne		

1992 APA CENTENNIAL CONVENTION

Washington, D.C., August 14-17, 1992

Lynn R. Offermann
APA Program Chair for SIOP

SIOP's APA Program Committee has just submitted SIOP's program to APA for inclusion in the APA Convention in Washington, D.C. this coming August. Mark your calendars for August 14-17—this year APA is not to be missed! (Note that the conference runs through Tuesday the 18th, but we were able to get APA to allow us to consolidate our schedule from Friday through Monday). As you probably know by now, this is the centennial year for APA, and they are planning some outstanding activities to celebrate. APA has rented out the newly renovated Union Station for a free "dessert gala" followed by the APA Dance on Sunday evening. The traveling Psychology exhibition will be on display at the Smithsonian at the time of the convention. The SIOP program will be housed exclusively in the Washington Hilton, in my opinion the best of the convention hotels. All SIOP programs and posters will be scheduled there, allowing attendees the luxury of remaining cool inside a single hotel rather than shuttling to other hotel locations. It should also increase informal meetings around the hotel, just as we have enjoyed at SIOP conferences.

SIOP submissions were up again this year, and with fewer program hours to distribute, that meant a lower acceptance rate. Every submission was reviewed by four members of the Program Committee, and the programs accepted for the convention are of very high quality. Coupled with success in getting some great invited speakers, our resulting SIOP program looks terrific! The full SIOP program at APA with confirmed times will appear in your July TIP. But for your advance planning, here's a sneak preview of what's to come.

In alphabetical order, our invited speakers this year will be:

- **Jeanne Brett** speaking on changing the rules of the work/family "tug of war"
- **Warner Burke** speaking on the future of organizational change efforts
- **Bob Gulon**, giving what promises to be a memorable retrospective/prospective view of the field entitled, "Besides, in 100 years what the heck difference will it make?"
- **Rick Guzzo**, editor of the upcoming *Frontiers* volume on teams, talking about groups and teams in organizations
- **Rosabeth Moss Kanter**, editor of the *Harvard Business Review*, discussing her work on the impact of globalization on people and organizations

In addition to these speakers, APA addresses by **Doug Bray** and **Ann Howard** on organizational leaders and managers, **Frank Landy** on the early history of I/O, and **Ann Anastasi** on 100 years of psychological testing are planned. Science Weekend has chosen as its Saturday theme "Increasing Competence and Adaptive Behavior," and I/O will be represented through invited addresses by **Ruth Kanfer** and **Madeline Hellman**.

Some of our program highlights include:

- A symposium on I/O Psychology as Science, with a panel of SIOP Distinguished Scientific Contribution Award winners: **Marv Dunnette**, **Bob Guion**, **Lyman Porter**, **John Campbell**, and **Ray Katzell**.
- A parallel panel discussion with SIOP Distinguished Practice Award winners: **Doug Bray**, **Bill Byham**, **Ed Fleishman**, **Dick Jeanneret**, **Herb Meyer**, **Mary Tenopir**, and **Paul Thayer**.
- A symposium on the fate of personality assessment in employment screening with **Diane Brown**, **Doug Jackson**, **Catherine Flanagan**, and **Rich Klimoski**.
- A symposium on Total Quality Management with **Marc Sokol**, **Janice Rouiller**, and **Pamela Kidder**.
- A symposium on racial identity theory as a framework for understanding diversity in organizations with **Janet Helms**, **Roderick Watts**, **Robert Carter**, **Caren Block**, and **Clayton Alderfer**.
- A panel on the relationship between I/O Science and practice with **Wayne Cascio**, **Nancy Tippins**, **Dick Jeanneret**, **Irv Goldstein**, **Vicki Vandaveer**, and **Lynn Offermann**.
- Plus . . . three social hours, a poster session, and much more!

These folks will all be at APA—shouldn't you?? As you make your summer plans, be sure to plan for APA. We'll be looking forward to seeing you!

The task of putting together a high quality program for APA is both fun and lots of hard work. The efforts of planning committee members **Ellen Fagenson**, **Chris Sager**, and **Vicki Vandaveer**, were indispensable in dividing the work while providing the fun—Thanks! Thanks are also due to a great crew of committee members who prepared and reviewed convention submissions: Marcia J. Avedon, Rodger Ballantine, Lilly Berry, John Binning, Jonathan Canger, Howard Carlson, Maryalice Citera, Bill Cunningham, Dennis Dover-spike, Robert D. Dugan, John Fleenor, Rosalie Hall, Patrick Hauenstein, Eugene Johnson, Pamela Kidder, John K. Kennedy, Jr., K. Galen Kroeck, Rodney Lowman, Jeff McHenry, Richard Martell, Jim Outtz, Ronald C. Page, Elizabeth Ravlin, Susan Reilly, Joan Rentsch, J. Carlos Rivero, Lorian Roberson, Shirley Ross, Hendrick W. Ruck, Joyce C. Russell, Christopher Sager, James Sharf, Mark Sokol, Mark J. Somers, Jay C. Thomas, Vicki V. Vandaveer, Deborah Whetzel, T. Craig Williams. And last, but certainly not least, thanks to GW graduate student Ginger Gregory for all her assistance in processing and data management.

See you in Washington!

ORGANIZATIONAL DEVELOPMENT CONSULTANT

The largest and oldest network of company presidents is now seeking organizational development consultants to facilitate new groups in the United States.

The position is part-time. The qualified candidate will have ten (10) years of successful consultation and facilitation experience with executives in the private sector, and a Ph.D. in management, industrial psychology, organizational development or related field.

Please send resume to: **The Executive Committee, Attention: Personnel Director, 3737 Camino Del Rio South, Suite 206, San Diego, California, 92108.**

THE EXECUTIVE COMMITTEE

TO TEST OR NOT TO TEST: THE STATUS OF PSYCHOLOGICAL TESTING UNDER THE ADA

David W. Arnold, Esq. & Alan J. Thiemann, Esq.
Reid Psychological Systems

The Americans with Disabilities Act ("ADA" or "Act") is probably the most significant piece of employment-related legislation to be enacted in recent years. In light of the breadth of the Act, employers have raised numerous questions regarding its scope and interpretation.

Among the inquiries being posed is whether the ADA affects the time at which preemployment psychological tests can be administered. Confusion regarding this issue stems from whether psychological tests are considered medical examinations under the ADA. The ADA provisions state that no medical examinations may take place at the pre-offer stage, but may be conducted only after a conditional offer of employment has been made to the job applicant. *See* Section 102(c)(3) of the Act. Such a requirement is based on the propensity for medical examinations to reveal applicant disabilities.

This article will provide a discussion of the EEOC's final rules and related guidelines implementing the ADA, as well as relevant case law under the federal Rehabilitation Act. The article concludes that commonly used psychological tests are not medical in nature, nor are they utilized to identify disabilities when used for employment screening. Thus, the specific time when such tests may be administered is not controlled by the ADA.

The ADA covers all individuals residing in the United States who are disabled. The law defines a disabled person as one who: (a) has a physical or mental impairment that substantially limits one or more of the major life activities of the individual; (b) has a record of such impairment; or (c) is regarded as having such an impairment. *See* Section 3(2) of the Act.

The key to any analysis of psychological testing under the ADA and the EEOC rules starts with the fundamental definition of impairment as:

any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. *See* 29 CFR §1630.2(h).

The EEOC's own rulings clarify the scope of what is intended to be included in the definition of mental impairment. The guidelines expressly exclude common "personality" traits, such as poor judgment or quick temper, from the definition of impairment where they are not symptoms of a mental or psychological disorder.¹

¹ This position is consistent with other language in the EEOC's final rules indicating that certain psychological criteria, ostensibly those relating to specific mental disorders, must be identified by means of post-offer examinations *See* 29 §1630.14(b). In order to avoid internal inconsistency within the rules, tests whose purpose, intent, or use is to detect the presence of specific disabling disorders, must be used on a post-offer basis.

Needless to say, there are many personality traits which are not mental disabilities, beyond the few examples mentioned by the EEOC. Consequently, there is a broad set of traits which employers may legally inquire about at the preemployment stage. The only limitation on the use of any preemployment psychological test is that the test may not disclose a mental or psychological disorder.

The definitive resource on what constitutes a mental or psychological disorder is the *Diagnostic and Statistical Manual of Mental Disorders* (Third Edition, Revised) ("DSM-III-R"). Although Congress did not reference it in the law, its existence was well known and recognized. During an ADA debate, Senator Armstrong stated that a "private entity that wished to know what the Act might mean with respect to mental impairments would do well to turn to DSM-III-R. . . ." In determining what constitutes a mental impairment under the Rehabilitation Act, the courts typically have been guided by the DSM-III-R, since it is considered the standard source and lists mental disorders by name along with characteristic symptom clusters. If the expert community does not consider something to be a "mental disorder," it is not likely to be considered an impairment under the ADA.

This position is fully consistent with the existing law under the Rehabilitation Act, which Congress explicitly told the EEOC it had to follow in adopting its final rules. Indeed, the language of the guideline is taken almost verbatim from one such case, *Daley v. Koch*, 51 FEP Cases 1077 (2d Cir. 1989). In that case, a candidate for the New York City Police Department was refused employment based on the results of tests including the California Psychological Inventory ("CPI") and the Minnesota Multiphasic Personality Inventory ("MMPI"), as well as a follow-up interview with the employer's psychologist. Based on that information, the New York Police Department concluded that the applicant had the personality traits of "poor judgment, irresponsible behavior and poor impulse control," which rendered him unsuitable to be a police officer. The applicant was *not* diagnosed as having any specific mental disorder.

The reasoning employed by the court in the *Daley* case suggests that what is at issue is not so much the specific test that is being used, but rather the purpose and use to which the test (or scale of the test) is being put. While there are tests whose purpose and use is to detect a mental impairment, they represent a small minority of the tests which are used in employment settings. The vast majority of tests used in employment settings are used to assess applicants with respect to qualities which are not even remotely similar to those contained in the definition of impairment.

To the extent that a test or scale has a purpose or use, which is to disclose an impairment, that test may only be used after a conditional offer of employment has been made. On the other hand, to the extent that a test or scale has a purpose or use which is to assess personality traits, behavior, attitudes or

propensity to act, when these are not symptoms of a mental disorder, such a test may be used at the pre-offer stage.

Also noteworthy in the *Daley* case is the court's finding that the applicant was not impaired merely because he was determined to be incapable of holding one particular job. As the court expressly held:

[f]or the same reason that the failure to qualify for a single job does not constitute a limitation on someone of a major life activity, refusal to hire someone for a single job does not in and of itself constitute perceiving the [person] as a handicapped individual.

See, also, *Tudyman v. United Airlines*, 608 F.Supp. 739(C.D. Cal. 1984).

Moreover, not even commonly recognized psychological disorders have been found in all cases to constitute impairments under the law. *Forsi v. Bowen*, 794 F.2d 931(4th Cir. 1986). Specifically, the court held that acrophobia (fear of heights) did not interfere with the performance of an employee's major life activities and therefore was not covered under the Rehabilitation Act. Consequently, since the results of most psychological tests do not prevent the individual from obtaining employment in another field, with another employer in the same field, or even with the same employer in another field, it is impossible to conclude that the EEOC rules limit the use of all psychological testing to postoffer.²

Although this is by no means a comprehensive discussion of the Americans with Disabilities Act, it is hoped that it clarifies the erroneous view that the timing of all preemployment psychological testing is impacted by the ADA on the mistaken basis that such testing identifies applicant disabilities. Preemployment psychological tests for "personality" traits are not usually medical in nature and thus, can continue to be used once the ADA becomes effective.

As with comparable state laws, the ADA is not designed to attack or unreasonably restrict the timing and use of preemployment psychological testing. Rather, the Act serves as a safeguard to ensure that employers are using only non-discriminatory and valid selection measures. By enacting the ADA, Congress sought to ensure that disabled individuals are fairly and accurately evaluated for employment—goals that are consistent with the current use of essentially all preemployment psychological testing.

² Given that all testing instruments are less than perfect, the same test may yield slightly different results across time and/or situations. This is further compounded by different employers setting various levels for acceptable performance and utilizing different tests to assess applicants.

New TIP Editor Appointed

Kurt Kraiger has been appointed to succeed Steve Kozlowski as the editor of **TIP**. The appointment is effective beginning with the July 1992 issue (May 15 deadline). Thus, **effective immediately** all manuscripts, news items, or other submissions should be sent to:

Kurt Kraiger
Department of Psychology
University of Colorado at Denver
Campus Box 173
PO Box 173364
Denver, CO 80217-3364
Phone: 303-556-2965
FAX: 303-556-3520

The TIP Business Office is Moving!

Effective immediately, the **TIP Business Office** is being shifted to the **SIOP Administrative Office**. All advertising and positions available listings should be directed to:

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

Phone: 708-640-0068

I/O PSYCHOLOGY IN ROMANIA: PAST, PRESENT, AND INTENTIONS

Horia D. Pitariu
"Babes-Bolyai" University
Department of Psychology
Kogalniceanu 1,
3400 Cluj-Napoca, Romania

This is the second paper to be written about Industrial and Organizational Psychology in Romania. Frank Landy wrote the first paper for **TIP** in 1986. There has been a great deal of change in Romania since then. The greatest change has been in Romania's political and economical structure. The Revolution of December 1989 was our first step towards democracy. The steps that followed were small. We made mistakes and acted too radically at times but there is now in Romania a new air of reform and hope for our future.

Before I begin this paper, I would like to express my thanks to all my American colleagues who helped improve the state of industrial psychology in Romania through their generous donations of books and journals. My hope is to continue to develop our professional relationship, to design joint research programs and to encourage you to visit us at our universities. I am writing this paper to bring you up to date on where I/O Romanian psychology currently stands, where its roots are historically, and where we feel it will go in the future.

Romania is a small country, with a surface area of 237,500 sq. km. and a population of 23,151,564 people. Traditionally, the country has been divided into three regions: Valaquia, Moldavia and Transylvania. The history of Romanian psychology is very interesting. It appears for the first time in a pre scientific form as part of the philosophy of 14th through 17th centuries. The problems of psychological philosophy treated in many of the works of that time center on Aristotle's "Upon the Soul." The transition from empirical to experimental psychology which occurred in the rest of Europe during the second half of 19th century generated a strong response in Romania; the publications of Wundt and Ribot, together with Wundt's laboratory, founded in 1879, gave a new orientation to Romanian psychology. Among the first group of people (of various nationalities) to study in Leipzig at the first psychology laboratory there were three young Romanians: E. Gruber (1861-1895), C. Rădulescu-Motru (1868-1957), Fl. Ștefănescu-Goangă (1881-1958). They all became professors in the first departments of psychology at the three university centers in Romania—Iassy, Bucharest and Cluj—where they pioneered experimental psychology. Fl. Ștefănescu-Goangă was later to conduct some interesting studies in I/O and vocational psychology. He received his doctoral degree with Wundt in 1911, with the thesis "Experimental Research on the Affective Shade of Colours." In this paper, Ștefănescu-Goangă employed both

the methods of impression and those of expression by recording respiratory and circulatory modifications. The very rigorous character of his investigation caused this study to be referenced in some important treatises of psychology. He is considered one of the forerunners of ergonomics (*Handbuch der Psychologie*, 1964; Kreidler and Kreidler, 1972; Pitariu, 1988; Roșca & Voicu, 1982).

The period in between the two world wars marked a time of significant progress for Romanian psychology on both scientific and didactic levels. In 1923, Rădulescu-Motru published "Problems of Psychology," which is a synthesis of the most important research in psychology at that time. Rădulescu-Motru also published the first Romanian journal of psychology, "Annals of Psychology" (1934-1944) and a "Journal of Psychotechnique" (1937-1941). Although he was a student of Wundt, he did not expound Wundt's philosophical doctrine of psychological parallelism. Instead, he advocated the correlation of the psychologic with the psychic, and the unity between the organism and the environment. In 1919, Ștefănescu-Goangă became the first professor of psychology at Cluj University where he founded the first institute of experimental psychology in Romania (1922). This institute was a development of a laboratory of psychology which he had founded a year earlier. Beginning with 1929, the publishing house of the Cluj Institute of Psychology published numerous monographs, most of them being doctoral dissertations awarded by the institute. Among the titles we note: "The Technical Aptitude" (1940), "Selection of the Capabilities and Professional Guidance" (1930), "The Estimation of the Intelligence" (1940), "Professional Monographs" (1942). N. Mărgineanu, on returning from United States where he had studied with a Rockefeller grant, published "Industrial Psychology" (1940), "The Psychology in the Big Industry" (1943), "The Psychometric Elements" (1939), and "The Psychic Factor Analysis" (1940). At the same time, under contract with some factories he developed personnel selection strategies, modern techniques in worker training and elements of scientific management. Mărgineanu was the most famous Romanian industrial psychologist at that time. (Unfortunately, Mărgineanu spent 14 years of his life in communist jails, being released only in 1964. He returned to the United States with the help of another grant when he was 70 years old.) In 1938, "The Journal of Theoretical and Applied Psychology" (1938-1949) was founded in Cluj. The journal published research works of Romanian as well as foreign psychologists, such as: Pieron, Allport, Krueger, Spearman, etc.

In Iassy, psychology was represented by M. Ralea (1896-1964) who was educated in France, where he studied with Pierre Janet (as did Morris Viteles). He paid a great deal of attention to the problems of social psychology and to those of the psychology of the arts (Roșca and Voicu, 1982).

The communist dictatorship established in 1946 faithfully implemented the Stalinist model in Romania with all its well known evils. The following decades witnessed a progressive decline of psychology despite promises given

by the communist dictators from time to time. This phenomenon of disintegration culminated during the 1980's when the presidential couple, having acquired discretionary powers, left their mark on the entire economical structure of the country. In the last 12-15 years, Romanian psychology went through a deep shadow. In 1977, the departments of psychology at the Iassy, Bucharest and Cluj Universities were abolished by a party decision, and the respective chairs were reduced to the teaching in the departments of Mathematics, Physics, Biology, etc. of a few short courses of one semester each, intended for the training of future teachers. I/O psychology courses were preserved only at the Polytechnical Institutes and Economical Faculties. Meanwhile, feeble contacts were being established between the business and academic community. I/O psychologists from various universities working under contract were asked to develop employee selection, appraisal and training techniques as well as rudiments of engineering psychology. The "zero moment" for Romanian psychology was to come in 1982 when the Institute of Psychology (masked under the name of Institute for Educational Sciences) was dissolved as a result of a mere telephone call from the "upper party leadership." Even the term "psychology" became subversive in the eyes of the party-and-state nomenclature, so it was banned from any public text (Radu, 1990).

A striking parallel comes to mind. In a work on the epistemology of socio-human sciences, Piaget noted that in 1933, when Nazis came to power in Germany, Hitler virtually suppressed psychology and sociology. It is also well known that Stalin did the same thing in the USSR: in the thirties he did away with all his top specialists in psychology. Likewise, the "cultural revolution" in China abolished psychology, closing down all the institutes and dissolving the respective chairs. Similar influences in Romania also adversely affected the growth of psychology.

In Romania, despite these adverse circumstances, those psychologists who were able to retain their jobs kept making their presence felt on the cultural and scientific stages. During this time there were a number of I/O psychology books being published, books like "Contemporary Psychology Syntheses: Psychology of Industrial Work" (1981), "Human Engineering and the Design and Operation of Complex Systems" (1983), "Psychology of Vocational Selection and Training" (1983). As a professional group psychologists had at their disposal only the Association of Psychologists and the Journal of Psychology including its foreign language edition (*Revue Roumaine des Sciences Sociales - Serie de Psychologie*) which survived thanks only to voluntary contributions from the supervising committee. For Romanian psychologists, the 80's meant a vacuum of information and a lack of external contacts (Radu, 1991). The Romanian Revolution of December 1989 opened up promising prospects for psychology as well as for all the other behavioral sciences. Among Romanian psychologists there is a natural desire to try to catch up with the whole body of contemporary research in a short time interval. Along this line, there exists in Romania a valuable tradition, as well as a strong motivation. Psychology is

reviving in the Universities and in the Romanian Academy. The chairs and departments of psychology in Bucharest, Cluj and Iassy have been restored, and two more have been set up in Timisoara and Sibiu, respectively. Likewise, the Institute of Psychology belonging to the Academy, as well as other establishments in that branch, have been reconstituted. There are now a large number of university students attending psychology courses (e.g. in Cluj we estimate that in five years we will have about 500 students). In this context, in the future we must modernize the structure of psychology departments. We intend to form a new I/O department well integrated with our new economical situation as well as with contemporary psychology. A well organized curriculum and a broad horizon through interdisciplinarity will provide secure work places for future psychology graduates. In light of the new economical realities, businesses will want psychologists who can advise on the selection, training and supervision of employees. To further increase efficiency, the integration of psychologists in managerial boards would be required. Some governmental institutions and some small enterprises already insist on psychological screening of potential employees in parallel with professional training and the studying of the management of occupational stress. The new unemployment offices will also create a lot of new positions for psychologists and sociologists. In view of the complex psychological problems which have arisen recently and the poor knowledge of current practicing psychologists one must be aware of and guard against impostors.

Our methods are antiquated. We must integrate our psychological interventions in the scientific context of modern I/O psychology. For this we need help. We are optimistic. A lot of psychologists from all over Europe, especially from the Netherlands, Great Britain, France and Germany, have contacted us over the course of the past year. They donated books and journals for our psychology departments. Some of them visited us. Our students and some of the Romanian psychologists have attended interesting conferences, where they enjoyed talking to their western colleagues. Common research programs were started. In 1990, the IREX task force on Romania was established to address American interest in stimulating academic research and exchange programs in Romania through the development of joint research projects with Romanian universities, through contacts and visits of their Romanian colleagues, through publishing of papers in Romanian journals, through the organizing of courses and conferences for students, etc. These are some of the ways in which you can help us. At the present moment we are confronted with a seemingly insurmountable task of transition to a free society. We need your help if we are to succeed. Why not? Go ahead, we are waiting for you with open arms!

For additional information, please contact: **International Research & Exchange Board; Vivian T. Abbott Director, East European Programs, 126 Alexander Street, Princeton, New Jersey 08540-7102. Tel: (609) 683-9500 Fax: (609) 683-1511 or Romanian Library; Prof. Vasile Puscas, 200 East, 38th Street, New York, NY, 10016, Tel: (212) 687-0181.**

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PSYCHOLOGY IN THE PEOPLE'S REPUBLIC OF CHINA

Joel Lefkowitz & Kevin Murphy

One of the many wondrous things with which the first-time visitor to China is struck are the indications of a burgeoning private sector in the economy. Even in Nanjing, an old inland provincial capital not part of the commercial coast that includes Shanghai, street peddlers and whole markets abound—producing *profits*. Peasant farmers are allowed to keep and sell a small proportion of their crop; small private businesses in the cities are growing into multi-million dollar enterprises paying taxes to the state; and urban dwellers in some sections are being encouraged to buy their apartments. Not overly surprising then, is the growing awareness and popularity of Industrial-Organizational Psychology among China's behavioral scientists.

A recent conference, the International Academic Symposium on Psychological Measurement (Nanjing, Dec. 2-5, 1991), sponsored by Nanjing Normal University, provided an opportunity for interaction between Chinese psychologists, researchers, and at least one business person, with participants from twelve countries, including the U.S., Spain, Canada, Australia, Japan, the Netherlands, and Hong Kong. The conference provided an overview of recent developments in psychometrics, psychological measurement, and their applications in educational, clinical and industrial settings. Each of us presented separate papers concerned with problems in criterion measurement in work settings.

The conference proceedings included more than forty papers, approximately equally divided between Chinese presenters and those of us from abroad. An additional forty-or-so psychologists and students attended from various parts of China. The diversity of papers is indicated by a range of topics that included "Optimization Methods in Test Construction," "Current Trends in Clinical Testing of Intelligence," "Measuring Social Experience," "Assessment of Career Development," "Comparing Emotion Concepts Cross-Cultur-

ally," "Indigenization of Psychological Measurement," "Developing a Professional Attitude Scale for Teachers," and "Research on Menstrual Anxiety of Nursing School Students in Puberty." By far the most common topic—representing approximately one-fourth of all the papers—was Item Response Theory. Chinese Psychologists seem positively enamored of IRT. Dr. Chen Long presented a paper on psychological measurement in Chinese industry that outlined similarities and differences between Chinese and Western I/O Psychology. He made the interesting point that personnel selection testing in China was just beginning so that it had better select the best people or it will hurt the credibility of psychometrics. It's hard to remember the last time an American I/O psychologist expressed similar concerns regarding the latest fad in applications.

The current status of applied psychology in China appears to be a beguiling mixture of relatively simple research questions and designs on the one hand, and the most sophisticated quantitative latent trait theory—IRT modeling on the other hand. Consistent with this quantitative measurement focus, Chinese psychologists are hungry for copies of Western texts, tests, questionnaires, inventories, etc., that can be translated into Chinese for domestic application and research. They are also cognizant, however, that represents an initial developmental stage in their research, to be followed as soon as possible by the development of their own indigenous instruments.

Those interested in corresponding with Chinese I/O Psychologists can contact Dr. Chen Long, Institute of Psychology, Chinese Academy of Sciences, P.O. Box 1603, Postcode 100012, Beijing, P.R. China, or Prof. Jiayuan Yu, Vice Chair, Department of Education, Nanjing Normal University, 122 Ninghai Rd., Nanjing, Jiangsu 210024, P. R. China.

Future SIOP Conferences

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
SIOP Conference—San Diego Sheraton Harbor Island Hotel	April 25-28, 1996

I/O Work Roles: PhD vs. Masters Level Practitioners

Jeffery S. Schippmann
Performance Management Associates

Susan D. Schmitt
Clemson University

Steven L. Hawthorne
Warner Robins Air Logistic Command

A recent study by Schippmann, Hawthorne, & Schmitt (in press) reports the results of a job analysis survey of individuals who practice industrial-organizational psychology at the PhD and Masters level. The goal of that research was to provide a classification of job content and of job types. Although a number of others (e.g., Howard, 1986; Hirsh, 1988) have reported percentages of I/O psychologists working in different employment settings (e.g., industry, consulting, academics, government), there is a lack of more detailed information about actual job types. Also, to our knowledge, there have been no efforts to compare and differentiate the kinds of activities performed, and jobs held, by individuals with Doctoral versus Master's degrees. The purpose of this note is to elaborate on a specific facet of the results which compare the work conducted by those practicing with a PhD versus Masters degree.

An inventory of 200 task items was developed, representing 22 job content categories. Two job analysis questionnaires of 100 items each were constructed from the inventory of task statements. A sampling plan was developed, roughly corresponding to the area of employment percentages reported by Howard (1986) and Hirsh, (1988), and 190 I/O PhD degree practitioners were mailed one of two parallel forms of the inventory. Similarly, 190 individuals who were practicing with a Masters degree (emphasis in I/O) from one of 15 universities with an I/O program were identified and contacted. Ratings of "Importance" (1—the task is of very little importance for successful job performance, to 5—the task is critically important for successful job performance) and "Opportunity to Acquire Proficiency" (i.e., 1—proficiency in this task must be acquired on the job, to 5—proficiency in this task must be acquired before entering the job) were obtained for 59 PhD (31.1%) and 70 Masters level (36.8%) individuals.

For each form of the inventory, Q-type correlations were computed between all possible pairs of respondents across all task items for the "Importance" judgment. Single-mode Q-factor procedures (i.e., considering subjects as variables) were then used to analyze the data and produce job groupings or job types. Toward this end, each respondent was assigned to a factor or job type based on the highest loading on a given factor, with the provision that individuals could belong to only one job type.

Once the composition of the job types were determined using this exclusivity criterion, profiles were created for each job type by characterizing important activities for each of the 22 task categories. Before a category of activities

could be used to characterize a group of respondents, the averaged importance ratings for the group had to meet a 2.0 cutoff (i.e., averaging across respondents in a group and items in a category). The standard of 2.0 was selected because it was the lowest limit of the rating interval using the term "important" with reference to the whole job or a major part of the job. Based on the resulting profiles, which—along with the specific items—essentially serve as job descriptions for the different groups, descriptive labels were produced for each job type. For example, Table 1 presents the profile for a "Compensation," job type from the Form-A solution, as determined by examining the mean, standard deviation, and minimum/maximum values for each of the categories. As an additional example, Table 2 is the profile description for an "Industrial" job type from the Form-B solution.

Table 1
Profile Description for Form A - Compensation Job Type (n = 8)

TASK CATEGORY	MEAN	S.D.	MINIMUM	MAXIMUM
1. SELECTION/VALIDATION	.78	.88	.00	2.10
2. RESEARCH DESIGN/ANALYSIS	1.33	.75	.38	2.63
3. TEST CONSTRUCTION	.36	.61	.00	1.71
4. PERFORMANCE APPRAISAL	1.29	.96	.00	2.29
5. JOB ANALYSIS	1.73	1.54	.57	4.57
6. TRAINING/EDUCATION	1.90	1.21	.33	4.17
7. CONSULTING	.88	.80	.00	2.00
8. GENERAL PERSONNEL MNG.	1.92	1.39	.00	3.80
9. HUMAN FACTORS	.00	.00	.00	.00
10. ORGANIZATIONAL ANAL./DEV.	1.43	1.46	.00	3.40
11. ATTITUDE RESEARCH	1.53	1.06	.00	3.80
12. FED/PROFESSIONAL GUIDELINES	1.98	1.42	.20	4.20
13. MARKETING RESEARCH	.08	.15	.00	.33
14. COMPENSATION	<u>3.66</u>	1.26	1.00	5.00
15. COMMUNICATION/GROUP PROCESS	1.04	1.17	.00	3.33
16. MOTIVATION	1.17	1.05	.00	3.33
17. DECISION THEORY	.44	.86	.00	2.50
18. ORGANIZATION PLANNING	<u>2.58</u>	1.69	.00	4.33
19. PSYCHOLOGICAL ASSESSMENT	1.44	1.55	.00	3.50
20. TECHNICAL WRITING	<u>2.00</u>	1.67	.00	4.50
21. PROFESSIONAL DEVELOPMENT	<u>2.00</u>	2.07	.00	5.00
22. PROFESSIONAL INVOLVEMENT	.75	1.07	.00	2.50

Table 2
Profile Description for Form B - Industrial Job Type (n = 15)

TASK CATEGORY	MEAN	S.D.	MINIMUM	MAXIMUM
1. SELECTION/VALIDATION	<u>2.71</u>	1.15	.00	4.30
2. RESEARCH DESIGN/ANALYSIS	<u>2.65</u>	1.48	.00	4.50
3. TEST CONSTRUCTION	<u>2.94</u>	1.23	.86	4.57
4. PERFORMANCE APPRAISAL	<u>2.57</u>	1.37	.33	5.00
5. JOB ANALYSIS	<u>3.77</u>	1.05	1.67	5.00
6. TRAINING/EDUCATION	<u>2.27</u>	1.31	.50	4.83
7. CONSULTING	<u>2.44</u>	1.12	.00	4.17
8. GENERAL PERSONNEL MNG.	1.33	1.00	.00	3.33
9. HUMAN FACTORS	.48	1.03	.00	3.80
10. ORGANIZATIONAL ANAL./DEV.	1.33	1.08	.20	4.20
11. ATTITUDE RESEARCH	1.91	1.19	.00	4.40
12. FED/PROFESSIONAL GUIDELINES	<u>2.32</u>	1.30	.00	4.25
13. MARKETING RESEARCH	.05	.14	.00	.50
14. COMPENSATION	.73	1.44	.00	5.00
15. COMMUNICATION/GROUP PROCESS	1.15	.96	.00	4.00
16. MOTIVATION	1.09	1.28	.00	4.67
17. DECISION THEORY	.98	1.17	.00	4.67
18. ORGANIZATION PLANNING	<u>2.60</u>	1.04	1.50	5.00
19. PSYCHOLOGICAL ASSESSMENT	<u>2.63</u>	1.61	.00	5.00
20. TECHNICAL WRITING	<u>2.40</u>	1.38	.00	4.50
21. PROFESSIONAL DEVELOPMENT	<u>3.37</u>	.97	1.50	5.00
22. PROFESSIONAL INVOLVEMENT	1.87	1.46	.00	4.00

As noted above, there were two forms of the job analysis inventory and, thus, two sets of respondents. The resulting two independent solutions were very similar in terms of the job types identified. Collapsing across the two solutions (i.e., grouping respondents in the Academic factor from solution one with the Academicians from solution two, etc.), Table 3 presents a breakdown of PhD and Masters level respondents across the eleven identified job types.

The interesting point here is the fact that more than one-third of the identified job types (Compensation, Training, Data Analysis, and General Personnel) constitute groups of respondents comprised almost entirely by Masters level practitioners. Thus, while there is a fair amount of overlap (PhD and Masters level practitioners grouped together in the same job types), a substantial number of Masters degree graduates from I/O programs are finding employment in jobs that are very different from PhD graduates. Further, a number of the Masters-specific job types represent profiles of activities that are outside what might be considered traditional I/O job content areas.

The only other known research effort of this type is the solution provided by Prien (1981). Prien's Q-factor analysis of frequency judgments by 83 PhD psychologists to a 172-item task inventory resulted in four job types—academic psychologists, research/human factors psychologists, conventional industrial psychologists, and a broad grouping of psychologists engaged primarily in consulting/organization development/general management activities.

Thus, the results reported in the current study offer some increased detail in defining real-world job types, in part due to the inclusion of masters level practitioners in the sample.

Table 3
I/O Job Types and PhD/MS Breakdown

JOB TYPE	DEGREE	n	% OF DEGREE TYPE
1. INDUSTRIAL	PhD	11	(19%)
	MS	17	(24%)
2. ORGANIZATIONAL	PhD	14	(24%)
	MS	7	(10%)
3. ACADEMICS	PhD	17	(29%)
	MS	2	(3%)
4. INDUSTRIAL & ORGANIZATIONAL	PhD	3	(5%)
	MS	2	(3%)
5. INDUSTRIAL/PLUS	PhD	3	(5%)
	MS	0	(0%)
6. ORGANIZATION DEV./SURVEY RESEARCH	PhD	5	(9%)
	MS	5	(7%)
7. HUMAN FACTORS	PhD	3	(5%)
	MS	6	(9%)
8. COMPENSATION	PhD	3	(5%)
	MS	9	(13%)
9. TRAINING	PhD	0	(0%)
	MS	10	(14%)
10. DATA ANALYSIS	PhD	0	(0%)
	MS	7	(10%)
11. GENERAL PERSONNEL	PhD	0	(0%)
	MS	5	(7%)
PhD n = 59			
MS n = 70			
total n = 129			

It should be noted that, because of the small number of responses relative to the number of individuals practicing with a PhD or Masters emphasis in I/O, it cannot be concluded that the results of the present study represent the full spectrum of job types. However, it is clear there is a great deal of variability in tasks performed/emphasized across the different job types, just as there are substantive differences between the kinds of work performed by many PhD and Masters degree practitioners.

In summary, it is our belief that increased knowledge of what activities PhD and Masters level practitioners are performing within various job types will be useful for curricular planning. Further, the implications of data such as these to guide thinking about student and practitioner competency evaluation, discussions about licensing, and SIOP plans for marketing and public relations are

obvious, though beyond the scope of this note. Copies of the resulting job descriptions for the different job types, and a data display program containing the averaged "Importance" and "Opportunity to Acquire Proficiency" ratings for the categories and specific items for the different job types, may be obtained by writing Jeffery S. Schippmann, Performance Management Associates, Poplar Towers - Suite 1103, 6263 Poplar Avenue, Memphis, TN 38119.

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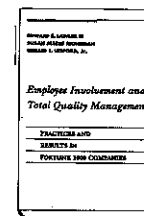
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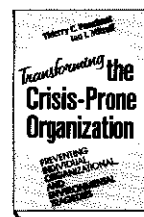


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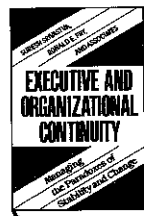
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Autobiographies of Past Presidents of SIOP

Paul W. Thayer

North Carolina State University

Several years ago, Ross Stagner (Stagner, 1981) collected autobiographies from 13 former presidents of Division 14, now the Society for Industrial and Organizational Psychology (SIOP). As a part of the work of the SIOP Task Force on History and Centennial, I attempted to collect the autobiographies of living past-presidents Ross could not get, as well as those of past presidents not included in his original effort. Table 1 lists all past-presidents, and indicates whether their autobiographies are included. Of the 46 past-presidents, 13 are deceased. Autobiographies have been obtained from 34, 13 by Stagner and 22 by me, including an updated version from Doug Bray. This report will be based on all the biographies obtained. Despite the fact that 13 presidents are missing from this summary, whenever general statements are made about past presidents, they will deal only with those from whom autobiographies were obtained.

Table 1
Past Presidents of The Society for Industrial and Organizational Psychology

Presidential Year	Name	Autobiography Obtained by*	Deceased	Source of Highest Degree
45-46	Bruce V. Moore	S	D	Carnegie Tech
46-47	John G. Jenkins		D	Cornell
47-48	George K. Bennett		D	Yale
48-49	Floyd L. Ruch		D	Stanford
49-50	Carroll L. Shartle	S	D	Ohio State
50-51	Jack W. Dunlap		D	Columbia
51-52	Marion A. Bills		D	Bryn Mawr
52-53	Jay L. Otis	T		Pennsylvania
53-54	Harold A. Edgerton	S		Ohio State
54-55	Edwin E. Ghiselli	T	D	UC-Berkeley
55-56	Leonard W. Ferguson		D	Stanford
56-57	Edwin R. Henry		D	Ohio State
57-58	Charles H. Lawshe, Jr.	T		Purdue
58-59	Joseph Tiffin	S		Iowa
59-60	Erwin K. Taylor		D	Northwestern
60-61	Raymond A. Katzell	S		New York U
61-62	Orlo L. Crissey	T		Iowa
62-63	William McGehee	S	D	George Peabody
63-64	S. Rains Wallace		D	Virginia
64-65	Brent N. Baxter	T		Minnesota
65-66	Ross Stagner	S		Wisconsin
66-67	Marvin D. Dunnette	T		Minnesota
67-68	Philip Ash	S		Penn State
68-69	Stanley E. Seashore	S		Michigan
69-70	William A. Owens	S		Minnesota
70-71	Herbert H. Meyer	T		Michigan

71-72	Douglas W. Bray	S&T	Yale
72-73	Robert M. Guion	S	Purdue
73-74	Edwin A. Fleishman		Ohio State
74-75	Donald A. Grant	S	Ohio State
75-76	Lyman W. Porter	T	Yale
76-77	Paul W. Thayer	T	Ohio State
77-78	John P. Campbell	T	Minnesota
78-79	C. Paul Sparks	T	Ohio State
79-80	Mary L. Tenopir	T	Southern Cal
80-81	Victor H. Vroom	T	Michigan
81-82	Arthur C. MacKinney	T	Minnesota
82-83	Richard J. Campbell		Ohio State
83-84	Milton D. Hakel		Minnesota
84-85	Benjamin Schneider	T	Maryland
85-86	Irwin L. Goldstein	T	Maryland
86-87	Sheldon Zedeck	T	Bowling Green
87-88	Daniel R. Ilgen	T	Illinois
88-89	Ann Howard	T	Maryland
89-90	Neal Schmitt	T	Purdue
90-91	Frank W. Landy		Bowling Green

* Autobiography obtained by Stagner (S), or Thayer (T)

I encountered the same kinds of problems that Stagner did. Despite specific requests as to the kinds of information desired, (e.g., what issues did you deal with during your presidential year) the past-presidents exhibited considerable independence in writing their autobiographies. Thus, it is more difficult to summarize or comment upon this collection of 33 than it would be if all had answered a standard set of questions. On the other hand, summarizing answers to a set of questions would have been much less interesting than reading these essays. Several are beautifully written, some are moving, and only a few are obviously unedited first drafts. Complete collections are on file at the SIOP Administrative Office, and at the Archives of the History of American Psychology at the University of Akron.

I will refer to all these individuals as I/O psychologists, even though the field was originally known as industrial psychology. One reason for this is simplicity; it is difficult to specify the date when the field became I/O. It was certainly long before we changed the organization's name. A better reason is that many of the early members of this group were already cognizant of organizational factors and their effects upon workers and the workplace. Ghiselli's work on moderators, Shartle's concern with organizational variants of jobs, early studies of job attitudes by many, are all examples of early evidence of the "O" in our field.

Early Years

Most of the past-presidents reported their birthplaces. They range from San Francisco (Ghiselli) to Birmingham, Alabama (Thayer) to Springfield, Massachusetts (Bray) to Duluth, Minnesota (Owens) in the United States, with one born in Montreal (Vroom). Katzell, Ash, Schneider, Goldstein and Zedeck

were born in or near New York City. Moore, Lawshe, Guion and Porter are Hoosiers, while Shartle, John Campbell and Schmitt are Hawkeyes. Baxter and Tenopyr are Buckeyes, while Dunnette joins Owens as a Gopher. Edger-ton was born in Kansas, Crissey in Nebraska, McGehee in Tennessee (Paris, yet), Stagner in Texas, Sparks in Kentucky, Ilgen in Illinois, Otis in upper New York, and Howard in Maryland. (The others did not give their birthplaces.) Although Tiffin, Seashore, Meyer and Grant did not report their birthplaces, it appears the first three were midwesterners. New York is the current "Mother of Presidents," with the Midwest another substantial source.

Backgrounds varied considerably, as one might expect from the birth-places. Many mentioned the occupation of their father. Several early presi-dents from the midwest had fathers who were farmers (Moore, Shartle, Otis and Stagner). The only recent presidents from farms were Sparks, whose stepfather was a farmer, and Neal Schmitt, who was raised on a dairy farm. Two had fathers who were physicians (Ash and Howard), parents of two were auto salesmen (John Campbell and Mary Tenopyr), and two were ministers (Sparks and MacKinney). Katzell's father owned a small textile factory, Crissey's was a hardware wholesaler, McGehee's was a railroad conductor, Bax-ter's built buggy tops, then auto tops and side screens, Dunnette's was a lawyer, Bray's was a purchasing agent for a rubber company, Porter's was a biology professor, Thayer's was a chemist and an executive with duPont, Goldstein's and Zedeck's owned neighborhood candy or grocery stores, while Vroom's worked for Northern Electric in some capacity. Only Owens' father was a **psychologist**.

Most past presidents got a very liberal dose of the work ethic in their homes. Many started working before they were 10 years of age, either for the family farm or store (for which they might or might not have been paid), or worked in a variety of odd jobs to make money. Several were hard hit by the depression. Early presidents who received their highest degrees in the late 20's or early 30's found getting jobs quite difficult. (See Stagner, 1981, for more detail.) Those who were children during the depression were also affected, some quite seriously, having to live with relatives, work or otherwise relieve the family load.

Except for the most recent crop, most were affected by World War II. Older presidents did psychological research and/or application in industry, the mili-tary or government. Katzell, for example, worked in the Adjutant General's Office and got his first full-blown exposure to I/O there. Crissey moved from directing a child guidance center to helping AC Spark Plugs select workers. Owens was assigned to the Bureau of Personnel in the Navy, Meyer discov-ered I/O while a flight instructor, and Sparks worked in the Air Force Person-nel Research Section. Bray was in the Aviation Psychology Program. Guion was an Army separation clerk who heard about I/O psychology from an unnamed dischargée as he processed that person's papers. Lawshe was a hearing officer for the War Labor Board. Given his experience as Head of the

Occupational Analysis Section of the Department of Labor, Shartle headed up a job analysis program for the Army, and was also in charge of occupational deferments for governmental officials. The latter brought him into direct con-tact with President Roosevelt on occasion. Others received no I/O-related experience. Grant was in the Army Field Artillery, where he saw some combat. Dunnette got into the V-12 college program through the Marine Corps, and Thayer joined the U.S. Merchant Marine Cadet Corps, aiming for a Navy commission like his brothers had.

College Years

Obviously, all went through undergraduate programs, but it is interesting to see what their majors were, and how they changed over time. Not surprisingly, most of the presidents after 1972 were psychology majors. The only excep-tions are John Campbell, an engineering major, and Sparks, an education major. Otis, Tiffin, Baxter, Stagner, Ash and Guion were also psychology majors. Of those in office before 1972, Moore majored in philosophy, Shartle in electrical engineering, Ghiselli in Italian, Lawshe in "arts and sciences," Katzell in biology, Crissey in social studies, McGehee in philosophy, English, Latin and Greek, Dunnette in chemical engineering, Seashore in political science, Owens in math, Meyer in physical education, Bray in sociology and Grant in public affairs. Thus of the 33 past presidents, 20 majored in psychol-ogy; 14 of those were presidents after 1972, a sign of acceptance of, and maturity of the field.

Because of a war or the depression, several of the presidents did not go directly to graduate school, or had their graduate training interrupted. Some went to graduate school to be an I/O psychologist, while the pioneers could not have done so. For these reasons, it is difficult to give a simple chronology. Events did not follow each other in the same way for all. Thus, I will summa-rize first their reports of how they got interested or into the field. Then I'll report on graduate training and the people they point to as mentors.

How They Discovered/Got Into the Field

There appears to be a major difference in how older versus younger past presidents got into the field. As the field was almost unknown in the early years, it is not surprising that the older respondents stress work experience, often related to the depression or WWII, as the impetus for their interest. That appears to be true of everyone from Moore to Crissey, as well as Baxter, Ash, Seashore, Owens, Meyer, Bray, Guion, Grant and Sparks. McGehee learned of I/O when he had to teach a course on it at North Carolina State, and had his interest reinforced by his Naval Aviation Research Program experience. Dun-nette was in law school at Minnesota and had a counseling job that required him to take Paterson's counseling course. Later presidents, from Porter on, seem to have been influenced primarily by a professor and/or course they took

in the field. They were already interested in psychology, and by that time I/O was a recognized field that they could move toward.

The university granting the highest degree is listed in Table 1. Note that I have been able to consult other sources to get a complete record of this information. Ohio State is currently in the lead with 8, followed by Minnesota with 6, then Yale, Purdue, Michigan and Maryland with 3 each, and Stanford, Iowa, and Bowling Green State with 2 each. Ohio State and Minnesota are represented over a considerable span of years. Maryland and Bowling Green State represent a recent source of more than one past president. (Purdue will move into third place next year, as Klimoski joins the ranks of "pasts," and a new entry, Rochester, will appear when Cascio completes his term.)

Mentors

The reader is probably familiar with Landy's family tree of past presidents presented as part of his SIOP presidential address. That tree lists the chairs of the past presidents. Those mentors, as well as others mentioned in the autobiographies are presented in Table 2.

Table 2
Thesis Chairs and/or Mentors mentioned by Past Presidents of The Society for Industrial and Organizational Psychology

Presidential Year	Name	Chairs and/or Mentors*
45-46	Bruce V. Moore	Bingham, Thurstone, Yoakum
46-47	John G. Jenkins	Madison Bentley
47-48	George K. Bennett	Hull
48-49	Floyd L. Ruch	W. Miles
49-50	Carroll L. Shartle	Burt
50-51	Jack W. Dunlap	E. L. Thorndike
51-52	Marion A. Bills	Ferree
52-53	Jay L. Otis	Viteles, Burt, Shartle
53-54	Harold A. Edgerton	Toops, Worcester
54-55	Edwin E. Ghiselli	C. W. Brown, Tolman, Jack Jenkins
55-56	Leonard W. Ferguson	E. K. Strong
56-57	Edwin R. Henry	Pressey
57-58	Charles H. Lawshe, Jr.	Tiffin
58-59	Joseph Tiffin	C. E. Seashore
59-60	Erwin K. Taylor	Humphreys
60-61	Raymond A. Katzell	Fryer
61-62	Orlo L. Crissey	George Stoddard
62-63	William McGehee	E. Boynton, Viteles, Jack Jenkins, Mayo
63-64	S. Rains Wallace	Frank Geldard
64-65	Brent N. Baxter	Miles Tinker, Rains Wallace
65-66	Ross Stagner	Henmon, Marion Bunch
66-67	Marvin D. Dunnette	D. G. Paterson
67-68	Philip Ash	K. Smith
68-69	Stanley E. Seashore	Tiffin, Katz, Likert
69-70	William A. Owens	Paterson, Palmer Johnson, E. R. Henry
70-71	Herbert H. Meyer	N. R. F. Maier, Greydon Worbois

71-72	Douglas W. Bray	Doob, Hovland, S. H. Cook, Eli Ginzberg, Greenleaf
72-73	Robert M. Guion	Lawshe
73-74	Edwin A. Fleishman	Burt
74-75	Donald A. Grant	Burt, Howard Maher, Toops, Wherry, Bray, Greenleaf
75-76	Lyman W. Porter	Neal Miller, Sheffield, Hovland, Ghiselli, Haire
76-77	Paul W. Thayer	Burt, Lester Guest, McGehee, Rains
77-78	John P. Campbell	Wallace, Joe Weitz
78-79	C. Paul Sparks	Dunnette, MacKinney
79-80	Mary L. Tenopyr	Pressey, E. R. Henry, Wherry
80-81	Victor H. Vroom	Guilford, Wm. Michael
81-82	Arthur C. MacKinney	N. R. F. Maier, Hebb, Ed Webster
82-83	Richard J. Campbell	Jim Jenkins, Paterson
83-84	Milton D. Hakel	Wherry
84-85	Benjamin Schneider	Dunnette
85-86	Irwin L. Goldstein	C. J. Bartlett, D. Hall, Lawler, Hackman, G. Wolf, Argyris
86-87	Sheldon Zedeck	Nan Anderson, Dispenzner, Howell, Bartlett, Thayer, John Campbell
87-88	Daniel R. Ilgen	Pat Smith, Guion, McCormick
88-89	Ann Howard	Hulin, Fiedler, Graen, McCormick
89-90	Neal Schmitt	C. J. Bartlett, Leo McManus, Bray
90-91	Frank W. Landy	Dudycha
		Guion

* Chairs, as listed by Landy (1991), are given first.

There are 21 mentions of 14 past presidents as mentors of a subsequent past president. Many prominent psychologists were also mentors. Harold Burt is mentioned 5 times, and D.G. Paterson is mentioned 3 times. It is obvious that many past presidents rubbed elbows with some of the big, big names in psychology: Viteles, Pressey, Toops, Strong, Neal Miller, Bingham, Hull, Tolman, E. L. Thorndike, Wherry, Doob, Hebb, Guilford, and C. E. Seashore are among the many listed. Many other prominent names are included in the autobiographies as people past presidents worked with, or were influenced by. It is clear that these past presidents touched or were touched by many outstanding psychologists.

Contributions

Both Stagner and I asked respondents to list what they believed their major contributions were. Several did not comply, and some of the younger ones pointed out that they still had contributions to make. Despite those limitations, I have taken the liberty of listing some of the things the past presidents mentioned that might be viewed as their contributions. Any errors in extracting these items from the autobiographies are entirely mine, and I apologize in advance for the mistakes I have undoubtedly made.

Table 3
Contributions mentioned by
Past Presidents of The Society for Industrial and Organizational Psychology

Name	Contributions
Bruce V. Moore	Interest measurement, Psychology at Penn State
Carroll L. Shartle	DOT, funding USES, Occupational Analysis Section, personnel research in WWII, funding OSU leadership studies
Jay L. Otis	Job classification, Job analysis, wage setting, selection interview
Harold A. Edgerton	Testing, criterion development
Edwin E. Ghiselli	<i>Personnel and Industrial Psychology</i> , Validity of Occupational Tests, accidents, moderators in selection, managerial behavior
Charles H. Lawshe, Jr.	<i>Principles of Personnel Testing</i> , expansion of Purdue campuses, training
Joseph Tiffin	Performance evaluation, Orthorater, <i>Industrial Psychology</i> , Purdue Pegboard, biodata, wage arbitration
Raymond A. Katzell	Work motivation, early work in organizational psychology, leadership, job attitudes
Orlo L. Crissey	Management development, career planning
William McGhee	Research approach to training, early man-machine and consumer research, <i>Training in Business and Industry</i>
Brent N. Baxter	Insurance agent selection, job attitudes
Ross Stagner	<i>Psychology of Industrial Conflict</i> , unions, organizational climate, personality measurement
Marvin D. Dunnette	<i>Handbook of Industrial and Organizational Psychology</i> , work motivation, selection, managerial behavior, many students
Philip Ash	Honesty testing, training films research, job families
Stanley E. Seashore	Measures of organizational effectiveness, quality of work life, supervisor-subordinate relationships, cross-cultural comparisons of work environments
William A. Owens	Age and mental abilities, biodata, <i>SIOP Principles</i> , high level aptitudes
Herbert H. Meyer	Performance appraisal, behavior modeling
Douglas W. Bray	Assessment centers, Management Progress Study, behavior modeling
Robert M. Guion	<i>Personnel Testing</i> , measurement, APA Test Standards, <i>SIOP Principles</i>
Donald A. Grant	Management Progress Study, editor of Validly Information Exchange for <i>Personnel Psychology</i>
Lyman W. Porter	Management and manager research, Porter-Lawler motivation model, <i>Managerial Thinking: An International Study</i> , study of management education
Paul W. Thayer	<i>Training in Business and Industry</i> , Interview research, APA battles to protect I/O psychology

John P. Campbell	<i>Managerial Behavior, Performance, and Effectiveness</i> , Project A, associate editor and editor of JAP.
C. Paul Sparks	Early Identification of Managerial Potential, EEO Issues and development of more rationale guidelines
Mary L. Tenopyr	<i>SIOP Principles</i> , rational EEO guidelines, selection research
Victor H. Vroom	<i>Work and Motivation</i> , VIE model, Vroom-Yetton decision-making model, Vroom-Jago decision-making model
Arthur C. MacKinney	Managerial behavior, educational administration
Benjamin Schneider	Organizational climate, customer service and marketing
Irwin L. Goldstein	<i>Training in Organizations</i> , <i>Training and Development in Organizations</i> , editor of Frontiers series, SIOP annual meetings, training needs assessment, climate for transfer
Sheldon Zedeck	Moderator variables, measurement, work and family, physical ability testing
Daniel R. Ilgen	Performance appraisal and feedback, attitudes and beliefs of workers
Ann Howard	<i>Managerial Lives In Transition</i> , changes in psychology and I/O
Neal Schmitt	Campbell-Fiske MTMM criteria, cross-validation, NASSP assessment center evaluation, policy capturing, recruitment

In examining Table 3, one is not surprised to see mention of job analysis, selection, testing, performance evaluation, etc. Note, however, that Katzell points to his early work in motivation and organizational psychology, and that selection issues are still important to Sparks, Tenopyr, Schmitt and Landy. Although research on managers and managerial behavior may seem new to some, Shartle and Crissey were concerned with it in the 40's and 50's. The impact of EEO issues on I/O psychology is clear, beginning in the late 60's and continuing to this day. While not clearly evident from this table, the biographies do reflect the growing emphasis on theory development and theory testing by succeeding generations of presidents.

A careful reading of this table makes it clear that most of these people made significant contributions to the field. Many of those contributions continue to have an effect to this day. Many also made significant applications of I/O psychology. Every past president had I/O experience in industry, government or the military, either as full time employee or as a consultant. Of the 34 past-presidents submitting autobiographies, 11 were employed in nonacademic settings at the time of their election, 7 of whom were elected since 1971. From personal knowledge, at least 8 additional past presidents were in a nonacademic setting at the time of their election. Thus, of 46, at least 19 were working in applied settings at the time of their election.

Concluding Comments

Reading these 33 autobiographies has been an interesting experience. One gets some general impressions that mirror those of Stagner (1981). Several new and old biographers point to the role of chance in the development of their careers (Stagner, 1981, p. 497). One can only conclude that these people rather consistently did a good job at the task at hand, and that they were ready when an opportunity occurred. Although most of the younger presidents clearly aimed toward I/O careers, the particular direction their careers took depended on a number of factors not under their control, i.e. "chance."

Stagner mentioned the impact of antisemitism (p.504) on some of the early presidents. That was mentioned by only one later president. On the other hand, both Tenopir and Howard pointed to a number of instances in which sexism interfered with the pursuit of their education and careers. While they obviously have coped with such bias rather effectively, the pain it caused comes through very clearly.

Perhaps the most powerful impression one gets is the joy and satisfaction these presidents have experienced in their education, their careers and in the opportunities they've had working within SIOP. Many comment on the enduring friendships they have developed in the pursuit of their careers and in working with colleagues on a variety of SIOP functions. One need not be president to gain such satisfaction, but all express appreciation for the confidence placed in them by their fellow members.

Autobiography Project References

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SIOP Calendar

TIP Deadline for July Issue	May 15
APS Convention, San Diego, CA	June 20-22
APA Centennial Convention, Washington, DC	August 14-18

History of Industrial-Organizational Psychology at Ohio State ¹

James T. Austin

The Ohio State University

There is a rich tradition of Industrial-Organizational (I-O) psychology at The Ohio State University. This tradition has produced basic and applied contributions to current knowledge of work behavior and to the profession. This article reviews the development of these contributions in two ways. The first is a chronology of events, faculty, and prominent students over time. The second is a summary of the major research and professional contributions of individuals involved with the program.

Historical Chronology

Any history of applied psychology at OSU must begin with Harold E. Burt, who came to Columbus in 1919 shortly after World War I. Rudolf Pintner, a Wundt student, was the acting Chair (1913-1921) and the University was 50 years old when Burt arrived. Burt's BA was from Dartmouth, where his first psychology teacher had been Walter V. Bingham. He completed his dissertation on visual memory images with H.S. Langfeld at Harvard in 1915, where he also worked with Munsterberg and Yerkes (cf. Landy, 1991). Between 1915 and 1919, Burt taught at Harvard and at Simmons College; he also helped devise selection procedures for WWI aviators, including a test that involved spinning candidates around in a chair to test their balance. One experience that shaped Burt's views of validation occurred when his sample of aviators was suddenly transferred to Europe and their criterion data were lost. Burt remained at OSU from 1919-1960 (41 years), serving as Department Chair from 1938-1960. He died peacefully on August 15, 1991, at the age of 101.

Herbert A. Toops was another early faculty member. He was at OSU from 1923-1965, a span of 43 years. Toops' arrival was for him a return to OSU, where he received his BA and MA degrees, from Columbia University. His dissertation in 1921 under E. L. Thorndike dealt with trade tests (work samples) for use in education. The topic built on his work for the Army Trade Test Division during and after WWI. Toops was also trained by Cattell, Woodworth, and Pintner (who had also been with the Trade Test Division, and had then moved to Columbia), developing vocational tests for high school students between 1921-1923. If scientific contributions are indexed by research and training of students, then Burt and Toops were surely giants.

Early Growth: 1919-1940. Burt's interests were as broad as he was tall (6'6"). Some of his earliest work was on street illumination, testing at the Kitchener Rubber Co. in Canada, and the detection of deception. He authored books on personnel psychology (1926), industrial efficiency (1929), and legal

aspects of psychology (1931). Much but not all of his subsequent research focused on advertising psychology, perhaps influenced by his dissertation work on perception and memory. He collaborated with students on various aspects of advertising and wrote a textbook on the topic in 1938. He still found time to review numerous books for the *Journal of Personnel Research*, *Journal of Applied Psychology*, and *Industrial Psychology*, and also coached the first-year polo team. Toops concentrated on testing and its associated quantitative problems, taking over several projects from Burt. He collaborated with Pintner on testing studies and was statistical consultant for the Minnesota Mechanical Ability Project (Paterson, Elliott, Anderson, Toops, & Heidbreder, 1930); but his chief legacy was the Ohio State Psychological Examination (OSPE).

Burt and Toops presented OSU graduate students a wide spectrum of training in psychology. Burt's heritage included Munsterberg and Yerkes, along with Langfeld's emphasis on careful experimentation; Toops' lineage was quantitative and practical from Thorndike, with additional influences from Cattell, Woodworth, and Pintner. Both Burt and Toops valued applications of basic psychology. Therefore, psychological training at OSU was basic first and applied second. Students received solid foundations in general psychology and sophistication in quantitative methods, but few specialty courses in Industrial Psychology. This goal of basic training was further supported by the doctoral exams, organized as sequential hurdles. First, students had to pass 5 of 6 prelims that spanned the subjects of psychology. Then they were eligible to take major and minor exams in their respective areas. This arrangement led students to form heterogeneous study groups to assure that material was covered.

In summary, the '20s and '30s saw Burt and Toops building the foundations of an industrial psychology program. Weiss (1927), in his description of the OSU Psychological Laboratory, listed Industrial Psychology as a program. Both Burt and Toops published frequently, taught basic courses, and worked with graduate students. Burt was promoted to full professor in 1922, Toops in 1927. Of related interest, Donald G. Paterson received his MA at OSU in 1916 and went on to establish a program at Minnesota without a PhD. Burt's first student, Lorin A. Thompson, graduated in 1927; among his other students during this period were Harold Gaskill (1930), Carroll "Cal" Shartle (1933), Seth Havens (1933), Frank Stanton (1935), and Fred Berrien (1938). Toops' first students were T. A. Smith (1928), followed by Harold Edgerton (1928), Robert Wherry Sr. (1929), Dorothy Adkins (1937), and Frederic Kuder (1937).

Because of the emphasis on basic psychology other faculty were important in graduate education. In addition, their students often gravitated toward applied psychology through exposure to Burt. Dael Wolfle (1931) worked with Weiss and went on to a long career in administration (Executive Secretary of APA and then AAAS), finding time along the way to study the policy implications of our national talent pool. Edwin Henry (1931), Kenneth E. Clark

(1940), and Paul Sparks (MA, 1938) worked with Sidney Pressey, an educational psychologist interested in applying theory, who also developed the first teaching machine. Roger Bellows (1935), who studied with Roger Williams and did a dissertation on cutaneous sensation, went to work for Shartle at the USES field office in Baltimore and later taught at Maryland, Wayne State University, and Rutgers. He, Marion Richardson, and Edwin Henry later formed the Richardson, Bellows, & Henry (RBH) consulting firm. Ralph Stogdill completed his PhD under Henry Goddard in 1935. Of these early students, Edgerton, Wherry, Shartle, and Stogdill returned to teach at OSU, which testified not only to their loyalty but to the quality of their education.

Growth to Prominence: 1941-1970. Burt had become department head in 1938 (succeeding George Arps, although Bellows noted that Arps, as Dean of Education, had already usurped much of Burt's time for administration). His teaching load was a survey of applied psychology and occasional other courses. He revised his personnel psychology text in 1942 and wrote an applied psychology survey text in 1948. Toops continued to explore quantitative topics as he tinkered with his prized OSPE, using ingenious modifications to a standard Hollerith adding machine to collect sums of products and cross-products. A feudal baron at heart, Toops also rented out houses to graduate students, often believing that Paul Thayer was one of his graduate assistants (Paul swears that he had merely come to ask about renting).

Next, WWII intervened and OSU faculty and students assisted in the national defense in many ways. Burt stayed at home, minding the Psychology Department, while Toops aided the War Department by helping to develop the Army General Classification Test. Shartle went from the USES to the War Manpower Commission, balancing the occupational needs of the civilian and military sectors as well as serving on a draft deferment committee (Stagner, 1981). He helped implement (through horizontal transfer from civilian to military occupations) the WWI vision of Walter Dill Scott's Committee on Classification of Personnel (Ferguson, 1962-1965). Wherry, who had been teaching at Cumberland University and at the University of North Carolina, worked with the Personnel Research Section of the Army Adjutant General's Office. Shartle and Wherry made many government contacts that served them well in subsequent years. Frank Stanton headed the research division of CBS, which investigated morale and propaganda, and also developed with Paul Lazarsfeld a real-time audience reaction device. A similar device is now used to collect Nielsen ratings for television.

Although there were several graduates during the war (e.g., Ted Sarbin in 1941), there was a major influx of students and faculty after the war. One of the important new faculty members was Paul Fitts. Two prominent programs during these post-war years were "time-saving in training" and teaching machines, as advocated by Pressey (1946), and educational-occupational counseling provided by the Occupational Opportunities Service (directed by Harold Edgerton from 1940-1947, and by Frank Fletcher from 1947-1962).

These programs helped to reintegrate veterans into society. Graduates after the war included Bernie Bass (1949; Shartle's first PhD), Bob and Evelyn Perloff (1951; the last students of Toops), Edwin Fleishman (1951), Don Grant and Al Glickman (1952), Paul Thayer (1954), Bill Jaynes (1955; Burt's last student), Lorraine Eyde (1959 with Shartle), and the first of many PhD's under Wherry (including Richard Gaylord, L. B. Gordon, and B. J. Winer), along with others who shaped current I-O psychology, including Jack Bartlett, Jon Bentz, Gary Brumback, Dick Campbell, Ralph Canter, Bob Dugan, Sid Gael, Frank Minor, and Carl Rush.

Shartle returned to teach at the end of the war and expanded the Personnel Research Board (PRB) into an interdisciplinary research organization; he also helped the government via several temporary assignments during the 1960s. He first "retired" in 1968 as an Emeritus Professor, but continued as Associate Dean in the College of Business for several years. Wherry returned in 1948 and stepped down as Chair in 1970, having served since Burt's retirement in 1960. Incidentally, Burt found time to write a book about the psychology of birds after his "retirement." Wherry was replaced by Rains Wallace, whose tenure was cut short by his untimely death. Sam Osipow then served as Head until 1986, when Jim Naylor returned as Head.

Jim Naylor had come to the Aviation Psychology Laboratory from Purdue in 1960 as a research associate. He joined the regular faculty the next year as Burt's replacement, remaining until 1968 when he went to Purdue as Head. Working at first with George Briggs, he investigated problems of transfer of training. He subsequently developed a long-standing interest in judgment and decision making beginning with the multiple cue probability learning (MCPL) paradigm and thereby introducing a strong cognitive orientation to the I-O program during the 1960s. He also collaborated on a well-known industrial psychology text (Blum & Naylor, 1968). His students included John Rizzo (1964), Art and Linda Dudycha (1967), and Terry Dickinson (1969). Eugene Ketchum (1966-70) and Steve Morris (1968-70) were on the faculty during this period.

During this period, graduate training continued to focus on general and quantitative psychology, but the examination format changed around 1961 to a proseminar team-taught by faculty. This proseminar consisted of 3-week blocks of exposure to a topic, followed by exams that were notorious for their thoroughness. Thus, the strong basic training was achieved and evaluated in another manner.

Continuance: 1971-Present. Around the time of Naylor's departure and Wherry's initial retirement, Milt Hakel (1968-85) was hired from Minnesota to replace Naylor. He was closely followed by Rich Klimoski (Purdue), hired to replace Wherry, and Mike Wood (Illinois). These three comprised the core I-O faculty although Wherry still taught and directed research through the 1970s. Wood left in 1973 and Robert Billings and Edwin Cornelius (1974-80), the former with quantitative interests and the latter with a quantitative degree,

were hired in 1974 to replace Wood and Wallace. They formed an I-O program of four faculty. Bob Vance (1981-90) replaced Cornelius after serving as a Visiting Professor. Hakel departed in 1985 to Houston and was replaced by Mary Roznowski (1987), who maintained a strong focus on quantitative topics. After Naylor's return as Chair, the core I-O faculty consisted of Klimoski, Billings, Vance, Roznowski, and Wanous (courtesy appointment in Psychology). In 1991, Jim Austin was hired to replace Bob Vance. A sampling of graduates during this period includes Manuel London (1974), Jim Breaugh (1977), Andrew Imada (1978), Paul Sackett (1979), Earnest James Jr. (1981), R. J. Harvey (1982), Elizabeth Weldon and Kevin Ford (1983), Steve Wroten (1984), Mike Coovert (1985), Mary Brickner (1986), Lisa Scherer (1987), John Ziemak (1988), and Adrienne Colella (1989).

Training during this period began to shift toward I-O topical courses and the competency-based model of the 1985 Education & Training Guidelines as developed by Rich Klimoski and a SIOP Committee. This shift meant a reduced focus on basic psychological training, which was perhaps unavoidable given the proliferation of specialized I-O information. Still, sophistication in statistical methods continued to be a hallmark of I-O graduates, although the quantitative group was separated from I-O by Naylor and Wherry beginning in 1962 with the hiring of Jim Erickson (1962-75), followed by Peter Schone-mann (1965-70), Robert MacCallum (1974), Tom Nygren (1975), and most recently, Michael Browne (1990). For instance, students often take quantitative minors, and many remarked on the quality training provided by "Bud" MacCallum and the other quantitative faculty.

Major Contributions

When Ohio State I-O psychology is mentioned, psychologists automatically free-associate to the Leadership Studies. Throughout the historical review, the contributions of OSU faculty and students were mentioned but not elaborated. This section briefly presents the major contributions made, from Burt and Toops through Shartle and Wherry to the present. Recent research programs must pass the test of time before they stand alongside the Leadership Studies, but they do show promise.

Burt and Toops. Burt is hard to pin down because of his catholic skills and interests, or perhaps because I-O psychologists tended to be generalists in the early days. His major contributions were in the areas of advertising psychology, textbook writing, and teaching/mentoring. Numerous collaborative studies on advertising were conducted between 1925-1940, enough so that Burt was chosen guest editor of a special issue of the *Journal of Consulting Psychology* in 1941. His advertising text (1938) was widely used despite many competitors (indeed, his many texts stand as a second major contribution). Further, Burt directed 30 PhD dissertations and 28 M.A. theses at OSU.

Toops, on the other hand, concentrated primarily on two topics, testing and statistics. In the area of testing, his OSPE was the assessment and counseling

instrument in the state of Ohio from the 1920s until it was replaced by the ACT/CEEB tests (over Toops' protests). The OSPE was mentioned as a landmark of applied psychology (Fryer & Henry, 1950) and provided work for numerous graduate students (e.g., Adkins & Toops, 1937). As far as practical statistics were concerned, Toops and his students made significant contributions that might not be recognized in this era of computers (i.e., "punch the factor analysis button, Tom Swift"). Numerous nomographs and other computational shortcuts were published during the 1920s and 1930s. He also developed a graduate assistant selection method that was favorably described by Burt (1942, p. 435) and used at OSU for some 20 years. Throughout his career, Toops was opposed to small-sample statistics. This bias can be seen in his proposal of alternative cross-classifications called "addends" from which the ulstrith concept was drawn (currently seen in assessment-classification models).

Shartle and Wherry. Shartle and Wherry carried on the traditions of research and training established by Burt and Toops. Shartle is known for his work on developing occupational information, including the first edition of the DOT in 1939 and a textbook that went through three editions. But he was also responsible for conceiving, getting funding for, and directing the OSU Leadership studies over a 10-year period beginning in the late 1940s. These studies helped to change the focus of leadership research from traits to behaviors and also yielded measures of Consideration and Initiating Structure, that are still widely used. Summaries are contained in *Stogdill's handbook of leadership*, continued by Bass. It was not that Shartle didn't make original theoretical contributions, just that his unique talent was in the cultivation and coordination of researchers from multiple disciplines. The PRB integrated sociologists (Richard Morris, Melvin Seeman), economists (Alvin Coons), psychologists (John Hemphill, Pep and Polly Pepinsky, Donald T. Campbell) to study leadership and group processes.

Wherry's contributions were very influential in correlational statistics, rating scales, and in training 76 PhDs at OSU. His statistical contributions included shrinkage and multiple regression formulas, item and hierarchical factor analysis algorithms, generation of multivariate distributions, and clustering of rater decision weights (cf. Wherry, 1984). Concerning the latter, Wherry helped develop the forced choice rating method during WWII and willingly provided critical commentary on criterion measurement over the years. More importantly, he proposed a theory of ratings that merged cognitive and psychometric insights in a series of Army Technical Reports (Wherry & Bartlett, 1982). With his contacts in the government and numerous students in industry, there was a steady supply of positions for subsequent students and data for research. Among his other OSU PhDs, he directed the dissertation of his son, Robert Jr. (1964).

Aviation Psychology Laboratory. This laboratory (later called the Human Performance Center) may have been conceived as a result of Burt and Dock-

eray's long interests in psychological problems of aviation, dating back to their work during WWI. The first Director was "Dock," succeeded by Paul Fitts, George Briggs, and Bill Howell. A number of students recalled being influenced by these individuals, whether it was Fitts' emphasis on systems and their components or Briggs' careful studies of skilled performance. Fitts' influence extended well beyond the campus, however, as one of the shapers of the human factors field. The Lab possessed a computer during the early 1960s, which was very helpful for factor analyses. Robert Wherry Jr. recalls offering one of the first courses on computers in psychology during the early '60s to a classroom of graduate students as well as Naylor, Briggs, and his father. Both Jim Naylor and Irv Goldstein (1963-1966) began their careers in the Aviation Lab.

Recent Research Programs. The most programmatic research conducted recently was a series of investigations of the employment interview conducted by Hakel and students. Winner of the Cattell Dissertation Award at Minnesota, Hakel later procured funding from NSF and other sources. Many dissertations and articles were produced. Also worthy of consideration are Klimoski's evaluations of assessment centers and his cautionary articles (1977 with Strickland, 1987 with Brickner) and Billings' studies of decision-making using multimethod tactics.

Professional Leadership Roles. Although it is not strictly research, a major contribution by OSU faculty and students has been service to the profession. First, and most obviously, Burt, Wherry, and Naylor all served as Chairs of the Psychology Department. An earlier manifestation was the involvement of Burt, Pressey, and Horace English in the formation of the American Association of Applied Psychologists (AAAP) in 1937 to provide political power for applied researchers, with sections for clinical, industrial & business, educational, and consulting psychologists. Burt served as the first President of the Section of Industrial and Business Psychology. After the war, which demonstrated the utility of applied psychology, AAAP and APA merged using the AAAP structure of sections, which survives today, albeit in a bloated form. Gracious in victory, "King Carroll" (although he might have objected to the title) labored mightily for APA, serving as Board Member in 1946 and as Treasurer from 1948 to 1957 (Brumback & Eyde, 1987). Further, many Presidents of Division 14 (now SIOP) have been OSU faculty or graduates, including Shartle, Edgerton, Henry, Fleishman, Grant, Thayer, Sparks, Campbell, Hakel, and currently, Rich Klimoski. Robert Perloff served as Treasurer (1974-1982) and President of APA (1985), helping also to found The Industrial-Organizational Psychologist during the mid-1960s. Finally, research excellence is often rewarded through appointment as a journal editor. Among OSU faculty and students involved in editing, Naylor (aided by Briggs) founded *Organizational Behavior and Human Performance* (now *Organizational Behavior and Human Decision Processes*) in 1966 and still edits that journal, which is celebrating its 25th anniversary this year; Hakel was Editor of *Per-*

sonnel Psychology between 1973-1984 and is now its publisher; Klimoski is currently editing the *Academy of Management Review*. Kenneth E. Clark and Edwin Fleishman each served as Editor of the *Journal of Applied Psychology*.

Conclusions

Entering the last decade of the 20th century, the I-O psychology program at OSU has graduated at least 155 PhDs since the first graduates of the 1920s (this figure is a lower bound because early graduates did their work in other areas of psychology). Those faculty and graduates have made major contributions to psychological knowledge and methods. Applications have always been firmly grounded within the framework of scientific psychology, yet numerous graduates have made careers in industry (e.g., Bentz, Sparks) and government service (e.g., Brumback, Canter, Eyde); several graduates were able to combine academic and business careers (e.g., Bellows, Henry). Those contributions should be multiplied even further through the Burt Chair, made possible by the generosity of Ruth and Frank Stanton. This endowed chair will enable the selection of a scholar to improve the foundations of research and training in I-O psychology well into the next century.

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Author Notes

This paper would have been impossible to prepare without the assistance of Ben Burt Sr. and a large number of current and former OSU faculty and students who patiently allowed me to interview them over the phone. The list is long and I thank all who participated, but I would like to acknowledge valuable contributions from Richard Campbell, Jim Naylor, Gary Brumback, Lorraine Eyde, Roger Bellows, Mary Roznowski, Robert Perloff, Ed Fleishman, Michael Coovert, Robert Jones, and Ed Levine. Other historical resources were provided by Jim Naylor, David Hothersall, Lyle Schmidt, and Harold Edgerton.

A longer version of this paper will be available from the author at the Department of Psychology, The Ohio State University, 142 Townshend Hall, 1885 Neil Avenue, Columbus, OH 43210-1222.

Footnote

- 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.

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The Linda Gottfredson Case

Edwin A. Locke

I would like to call the plight of Professor Linda Gottfredson (a SIOP member) to the attention of her fellow SIOP members. Dr. Gottfredson is a Professor of Educational Studies at the University of Delaware. Three years ago she and co-author Jan Blits published two refereed journal articles (in *Transaction/Society* and *Public Interest*) criticizing the principle of race-norming as scientifically unjustified and politically pernicious. Race-norming refers to the policy of ranking people on test scores within their own racial group and then selecting according to within-group percentiles, ignoring the actual test scores. It is not my purpose here to discuss the scientific issues and political controversies involved in this debate, but rather to defend Dr. Gottfredson's (and any other professor's) right to make this issue a legitimate topic of discussion.

As a result of these articles and related work: (1) The University of Delaware forbade her from seeking any further grants from her research sponsor, the Pioneer Fund. (2) An attempt was made to deny her promotion to full professor. Despite 8 very favorable outside letters, the most attention was given to one negative letter, whose author was chosen for his/her known political hostility to Dr. Gottfredson's views. (3) She has been harassed by her Dean, who among other things, attempted to pressure her (following student disruptions of her class) to let him inspect the ideological content of her students' papers.

He has also redefined academic freedom in a way that would permit him to punish her for writings or statements that he or the faculty considered to be "inaccurate, intemperate, and disrespectful of the opinions of others" (terms which could be used to describe, at some point, almost anyone, depending on whom you ask). (5) Her course on the sociology of education was no longer given credit toward its major by the Sociology Department. (6) Many of her own faculty turned against her. She has described her experiences as "hell" and "an Orwellian nightmare."

As of this date, the University ban on her research funding has been rescinded (as a result of legal activity by Drs. Gottfredson and Blits) and the AAUP and a faculty Senate Committee have concluded that her academic freedom has been violated. The University, whose administrators even refused to testify before the Senate Committee, rejected the latter conclusion. She has received promotion, after a battle, but the atmosphere for her is still one of threat and uncertainty.

If you would like to support her academic freedom and protest her treatment, please write:

Mr. Andrew B. Kirkpatrick, Jr.
Chairman, University Board of Trustees
Morris, Nichols, Arsht & Tunnell
P.O. Box 1347
Wilmington, DE 19899

If you would like to show Dr. Gottfredson direct support, which she would greatly value, her address is: Department of Educational Studies, College of Education, University of Delaware, Newark, DE 19716.

I have received a number of press clippings sent to me by the chair of the AAUP Grievance Committee at Delaware, Dr. George Cicala (Psychology). He or I would be glad to send you copies of these if you would like to see them.

PUBLICATION SCHEDULE FOR TIP

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May 15

October

August 15

January

November 15

April

February 15

SIOP Forms Task Force on Ethnic Minority Participation

Jeffrey J. McHenry
Seattle Pacific University

Loriann Roberson
New York University

Workforce diversity is one of the biggest organizational challenges confronting U.S. businesses today. Census figures show that over 20% of the U.S. population are ethnic minorities.

Yet, the recent SIOP membership survey revealed that only 3.5% of SIOP's members are minorities. Only one of the SIOP committee chairs is a minority. This is ironic, given that many I-O psychologists are involved in efforts to increase opportunities for minorities in the work place.

Last August, we led a roundtable discussion at the APA convention in San Francisco to discuss strategies for recruiting minorities to I-O psychology and SIOP. Even though the roundtable was scheduled for 5:00 on Saturday afternoon, more than 25 people attended the session. Almost half of those in attendance were minority psychologists from other disciplines who were interested in learning more about I-O psychology.

Recruiting Barriers

One of the topics we discussed during the roundtable was barriers that make it difficult to recruit minorities for SIOP.

Negative impressions of I-O psychology and SIOP. We asked our audience to describe how they learned about I-O psychology and their initial impressions of the field. Many SIOP members and non-members commented that these impressions were negative:

- I-O psychologists are conservative. They wear three piece suits and sell out to business.
- There is a lot of racism in corporate America. I-O psychologists who join the corporate world are selling out. "They collude with the enemy." They have contributed very little to the study of race relations, even though they work in an ideal setting for studying this topic.
- I-O psychologists make workers work against their wills.
- Many I-O psychologists are heavily involved in selection testing. Selection testing is unfair to minorities and has made it more difficult for minorities to obtain desirable jobs.
- I-O psychology is part of the social sciences, and the social sciences are "soft." Anyone who is truly interested in business would not be a social science major.

Many minorities in our audience noted that most of their minority friends who became psychologists did so because they were interested in counseling and/or mental health. I-O psychology has little appeal to these individuals.

Interestingly, several SIOP members in the audience mentioned that their graduate degree is not in I-O psychology. While they were in school, they had

no interest in I-O psychology. They were not attracted to I-O until after they had completed graduate school.

Limited knowledge of I-O psychology. Several in the audience noted that I-O courses are not available at many undergraduate institutions. Many undergrad psychology majors have no idea what I-O psychologists study.

A number of individuals mentioned that they were informally recruited into I-O psychology by an I-O psychologist. There are few (no?) I-O psychology programs that have active, formal recruiting programs. Because informal recruiting tends to result in recruiting of individuals who are similar to those already in the profession, there has been little increase in the percentage of ethnic minorities in SIOP's membership.

Strategies for Attracting Minorities

We also discussed things that SIOP could do to attract more minorities to the profession and to the SIOP.

The business connection. Ben Tucker, who directs minority recruiting for the University of California at Berkeley, suggested that we let minorities know about the strong relationship between I-O psychology and business. Many minorities are attracted to business as a way to get ahead. They may not realize that a psychology degree opens doors to business. If they knew this, they might be more willing to take the undergraduate courses they will need to prepare for an I-O graduate program.

A couple minority members of SIOP agreed that there is racism in corporations, but they noted that this attracted them to I-O psychology:

- Their I-O training provided them with skills that will enable them to influence the organizations where they work. They can make the work environment a better place for minorities.
- The best arena to fight racism is corporate America, because this will result in better economic opportunities for minorities.
- Much of the research I-O psychologists conduct actually promotes individual welfare. For example, it leads to better training and career development programs.

Economic opportunities. The employment outlook for I-O psychologists is very good. Many earn 6-figure salaries. This makes I-O psychology an attractive profession—to both minorities and non-minorities.

Start early. Ben Tucker said we need to talk about our field at youth service group meetings, churches, colleges, and other organizations that prepare large numbers of minorities for college and graduate training (e.g., historically black colleges, Outward Bound). He noted that many students have already decided on a career field by the time they enter college, so we need to recruit minorities while they are still in high school, if possible. One SIOP member commented that he saw a career day presentation by an I-O psychologist when he was in high school, and that presentation was a major reason why he became an I-O psychologist.

Working with APA. Several members of the audience noted that APA has programs to attract minorities to psychology. SIOP could benefit by learning about and participating in these programs.

One participant suggested that minority members of other APA divisions represent a potential source of minority recruits for SIOP. He noted that the SIOP membership survey shows that a large percentage of our members have graduate degrees in clinical, counseling, or educational psychology or measurement.

Formation of a Task Force on Ethnic Minority Participation

Members of the Executive Committee discussed the APA roundtable and minority participation in SIOP at their February meeting. They agreed to establish a Task Force on Ethnic Minority Participation. The Task Force received three charges from the Executive Committee:

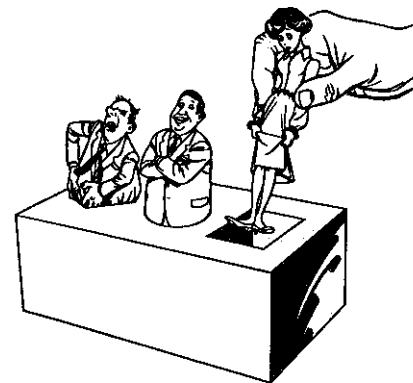
- Analyze the extent of past and current levels of ethnic minority participation in SIOP and in graduate programs in I/O psychology.
- Conduct a systematic analysis of the factors that influence ethnic minorities' decisions whether to pursue a career in I-O psychology and to become active in SIOP.
- Recommend programs and activities for SIOP and its members that will lead to increased minority participation in the Society and in the field of I-O psychology.

The Task Force is scheduled to complete all its work by April 1993. Final recommendations will be presented at the Executive Committee meeting at the 1993 SIOP conference in San Francisco, although the Task Force may make interim recommendations prior to that meeting.

We have been asked to serve as co-chairs of the Task Force. SIOP president Rich Klimoski is appointing 6-8 additional members, including representatives from the Society's Membership, Education and Training, and External Affairs committees.

One of our first activities will be a roundtable discussion at the Society Conference in Montreal on Sunday morning, May 3, from 8:30 - 9:50. The goals of the roundtable will be to gather ideas for studying minority participation in I-O psychology and SIOP and to obtain suggestions for increasing minority participation and involvement. All are invited to attend. We are particularly interested in talking with those of you who are involved in workforce diversity efforts in your jobs.

Regardless of whether you are able to attend the roundtable, we welcome your input. Please call Jeff (206-546-9165) or Lori (212-998-7812) with your ideas and suggestions. We look forward to hearing from you.



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How to Break In To The "In" Group

Allen I. Kraut

Committee on Committees

In recent conversations, it's been said that some SIOP members feel they are left out of the "in" group in our Society. They also wonder why and what they might do to get into the "in" group. At the risk of dispelling some myths, some of my colleagues thought I should comment on this.

After all, as Chair of the Committee on Committees, I have a role in appointing members to the Society's various governing bodies. Altogether, there are over 200 people in this "in" group, and the Chairs of the Standing Committees join the Elected Officers to make many of the decisions that govern SIOP. (See inside back cover of **TIP** for a listing of these people.) At various times, all or some of these committees are seen as part of the "in" group.

It turns out that the way to get "in" and stay "in" is pretty straightforward. It usually starts with the SIOP members deciding they would like to take part, or join "in," by nominating themselves to join one of the Committees. (Yes, that is all it takes.) Last year, only 70 people did so, via two invitations printed in **TIP**, and many of these were already on committees. So that is step 1. This virtually guarantees you will be part of the "in" group, because we place everyone who asks.

Next, the trick is to do a good job on your Committee, so you get invited back and are recognized as a contributor. After a while, people (meaning the Chairs and fellow committee members) will take notice of you.

Over time, you may be invited to chair a Committee yourself. These jobs rotate every two years or so, and appointments are made by the SIOP President, who is usually looking for people he or she knows or hears about, and in whom he or she has confidence that they'll do a good job and will bring a useful perspective to the SIOP Executive Committee.

(Incidentally, the voting for elected positions starts with nomination ballots, which all SIOP members are asked to complete in the fall. Three of the top nominees for each elected position comprise the choices offered to the membership during the winter.)

My observations over the last decade or so, while I have been on or chaired several committees, is that every President puts his or her own spin on who is asked to Chair committees (just as Chairs have a lot to say about who serves on their committees). Their bases for choice may vary somewhat, but all seem to be heavily influenced by a few criteria. They select people whom they see as having a history of working for SIOP and its committees, contributing well, being respected by their peers, and being interested.

So getting invited "in" boils down to "who knows you" (not just who you know) and the reputation you've earned for wanting to serve SIOP. And a big

piece of that reputation starts with the individual SIOP member saying "I want to take part!" The walls that keep people out of SIOP's "in" groups are mainly of their own construction. This is our Society, it is still reasonably small, and there is plenty of room for all of us to be "in."

Play It Again...

Kathy A. Hanisch

Iowa State University

Graduate students in Industrial/Organizational Psychology discussed the review and publishing process of journal articles in an advanced graduate course. They responded to an exam question asking them to advise editors, editorial boards, and authors in the I/O Psychology field based on course readings, course discussions, and their own experience with journal articles. A perusal of articles will indicate that some of the suggestions are currently standard practice while others are rarely found. The information below is an integration of their responses¹ that others may find useful as they write up their research.

1. The manuscript must be written in concise and unambiguous language with sufficient concern to detail.
2. The purpose and goals of the study should be clearly expressed in the introduction.
3. The theoretical reasons for conducting the study should be closely related to the study questions. That is, the status of knowledge on the topic that the study is dealing with should justify the need for the study.
4. The manuscript must be logically organized—progressing from a statement of problem or purpose, through rigid methodology and analysis of data, to conclusions and implications of the research.
5. The study should contain academic curiosity, confirmability, and compassion (Webb, 1961).
6. The number, sex, mean or median age of the subjects, and the population group should be included. The sample size needs to be large enough so the results can be generalized to the population group. Power analysis should be completed to determine an adequate sample size.
7. The sample should be representative and appropriate to achieve a researcher's objectives (Argyris, 1968). Serious consideration should be given to the appropriateness of the sample for the study questions.
8. Rigorously defined procedures, instruments, and measures should be included in the methods section so that others can replicate the study (Argyris, 1968).

9. Descriptive statistics for all variables discussed in the article should be presented including the mean, standard deviation, range, and number of observations.
10. The correlation matrix including all variables should be presented.
11. If scales are used in the study, reliabilities (and validities) should be reported.
12. If ANOVA or ANCOVA designs are used, the full ANOVA or ANCOVA tables including SOURCE, SS, MS, df, *F*, and *p* values should be presented.
13. In ANOVA, ANCOVA, and Regression analyses, variance accounted for measures such as omega squared, eta squared, and *R* squared should be presented. In addition, these measures should be vigorously discussed in terms of results implications and practical meaning.
14. Results and studies should not be evaluated only by statistical significance or the *p* value. The *p* value should not be taken as a "measure" of significance (Bakan, 1966). Bakan (1966) suggested that the test of significance does not provide the information about psychological phenomena characteristically attributed to it. He also stated that a great deal of misinterpretation has been associated with its use. Lykken (1968) said that statistical significance is the least important attribute of a good experiment; it is never a sufficient condition for claiming that a theory has been usefully investigated. He emphasized multiple corroboration, constructive replication of studies, and subjective evaluation of the coherence and reasonableness of the theory to determine the value of any research. Critical evaluation of the research and an examination of variance accounted for measures are needed to achieve progress in our field.
15. Do not bury nonsignificant results. If we concentrate only on statistically significant findings and neglect to report all of the results of the study, true relationships will be distorted. This practice breeds further distortion when other researchers use the selected information as the basis for their research. If the methodology of the research is sound, there is a need to publish nonsignificant results. In addition, this would allow a sound database to be accumulated and accurate meta-analysis could be completed using both statistically significant and nonsignificant results.
16. The raw data of the studies should be available during the editorial review process and for at least five years after the date of publication. Dunnette (1966) has suggested that authors keep data secrets and presumably hope no one finds out about their secrets. A norm of data availability and sharing seems necessary in light of his conclusions.

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Footnote

- ¹ Tae-Yong Yoo's answer format was used to structure this paper.

Call for Comment on the Civil Rights Act of 1991

Paul R. Sackett

Scientific Affairs Committee

A common reaction to the recent Civil Right's Act of 1991 is that its treatment of a number of issues is unclear and ambiguous. As SIOP members and the employers they work with try to figure out how to comply with the provisions of the Act, calls are coming in asking whether SIOP has taken or plans to take positions on the interpretation of various provisions of the Act.

At the February Executive Committee meeting, the Scientific Affairs Committee was charged with identifying as complete a set of concerns about the interpretation of the Act as we can, with an eye to developing a "Questions and Answers" document that offers SIOP's input as to how various issues might best be resolved.

Thus I'd like to hear from SIOP members with any input as to issues that need to be addressed. Please contact me by phone (612-624-9842) or by mail (Industrial Relations Center, University of Minnesota, 271 19th Avenue South, Minneapolis, MN 55455) with your concerns and ideas. If you know of colleagues concerned about the interpretation of the Act, please bring this notice to their attention.

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External Affairs

International Affairs Subcommittee

I used to remark to my colleagues that I wanted to be on SIOP's International Affairs Committee because that seemed a good way to have one. Little did I know when I finally joined the committee that my apparently facetious remark was actually a double entendre. In addition to functioning as a liaison between I/O psychologists in the United States and the rest of the world, the International Affairs Committee has assumed the charge of helping facilitate international affairs, at least of the scientific kind. What follows is a very brief guide to getting started on your own venture into international research. The information provided is a summary of the material **Jack Hautaluoma** (Colorado State University), **Don Davis** (Old Dominion University) and I presented at last year's SIOP Convention in St. Louis. Although our focus was on I/O research, practice and education in developing countries, it generalizes readily to getting started in any international research venture. Jack represents the wizened sage as his experience in international work spans over 20 years. I am indebted to him for his advice for neophytes into this field.

What you need to know before you go

1. Think collaboration for mutual benefits.

You're missing the boat if you think that cross-cultural research means replicating in another culture/country the research you have done/been doing in this country. For cross-cultural efforts to thrive, they must be concerned around a broader range of issues than those that concern U.S. interests. Even though you may have been dying to test out your ideas and models in another culture to see whether they hold up, you need to be flexible about the nature of research questions or problems that can be investigated cross-culturally. Many countries are facing uncertain if not difficult economic, political and social changes. Their scientists have their own agendas about what questions and problems to address with social and behavioral research. As Jack says: Be wary of cultural imperialism...of any sort.

Your first venture into international research/practice may take on any of several forms, such as:

- (a) a volunteer effort on your part where you give more than you receive,
- (b) a consulting-type relationship where you may or may not have the opportunity to collect what you consider meaningful research data,
- (c) a potentially rewarding, long-term relationship that may take time to nurture before you see any research or publication outcomes

(this is especially relevant when the culture has very different prescriptions about how business and research are conducted).

Whatever culture/country you decide you want to do research in, be prepared to test your values. Doing research in another culture is not unlike doing business there; get out your Cultural Assimilator and understand the culture you will be dealing with. Also think about the effort as a helper-helpee relationship, where you may be the helpee.

2. Where to start?

Obviously, you must start by making contacts, but that can be a bit difficult especially if you have never ventured outside of the states or have never communicated with an international colleague. It may take a lot of "cold calls" before you hit on a potentially fruitful association, but the important thing is to be persistent, but only *after* you are sufficiently knowledgeable about the culture/country and its situation.

- (a) Find out what is happening in the international programs at your own university. Try to initiate some collaborative research efforts with colleagues who are already connected to an international source.
- (b) Apply for a Fulbright Fellowship.
- (c) Join IAAP (International Association of Applied Psychology). You'll receive the Association's journal (*Applied Psychology: An International Review*) and information about international events and conferences.
- (d) Attend international conferences in psychology and management.
- (e) Join the Peace Corps...you may need to develop a marketable skill first, something that the Peace Corps would find useful.
- (f) Related to developing other skills, learn another language. Most useful are French, German and Spanish.
- (g) Apply to international programs at NSF, ONR, etc. for support.
- (h) Accept foreign graduate students and develop ties with them. Much cross-cultural research gets started this way and continues long after the students have received their degrees.

The more background and preparatory work you do, the more likely you are to present yourself as a researcher interested in true cross-cultural efforts and mutually beneficial work. Even with electronic mail, communication with international colleagues is not that easy. Not every country has the sophisticated communications systems we have grown accustomed to in the U.S. Many researchers function through a governmental agency that may determine what projects will receive funding or support. In addition to establishing contact with a researcher, you may need to convince agency bureaucrats of the merits of your ideas (Hey, that sounds like going through any funding system here!).

The International Affairs Subcommittee is building a data base of our international members and hope to serve as a resource for SIOP members considering cross-cultural research. To that end, we would appreciate any information you can provide on your successes and failures so that we can begin to amass a store of information for researchers who need help getting started in any particular research or cultural arena.

To share your experiences, contact: **Mary D Zalesny**, College of Business Administration, Kent State University, Kent, OH 44242-0001. Bitnet: **MZALESNY@KENTVM.KENTEDU**; FAX 216-672-2448.

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IOTAS

Steve W. J. Kozlowski
Michigan State University

The SIOP Conference in Montreal will be the inaugural site of the First Annual SIOP Road Race. The 5K distance pretty much assures that anyone who is interested has a good chance of competing, although the 7:30 am start may deter late risers. The race will be held Saturday, May 2nd. Contact **Frank Landy** for more information or look for the announcement elsewhere in this issue of **TIP**.

V. Robert Hayes reports that he has recently moved from Human Resources Director in Grand Metropolitan's Technology Center to Vice President, Cultural Diversity for Grand Metropolitan/Pillsbury in Minneapolis.

Karen B. Slora notes that she is now at Personnel Research Associates, Inc. in Arlington Heights, Illinois, where she joins **Bill Macey**, **MaryBeth Mongillo**, and **Ann Heaney**.

Joan Brannick reports that she has been promoted to Human Resources Staffing Manager at Jack Eckerd Corporation where she is responsible for pre-employment testing, drug testing, assessment centers, succession planning, and organizational surveys.

Thomas F. Hilton indicates that he has left his position on the staff of the Chief of Naval Personnel in Washington, DC to become Manager of the Training and Organizational Research Laboratory at the FAA Civil Aeromedical Institute in Oklahoma City.

Peter W. Dorfman has been awarded the Robert O. Anderson Distinguished Professorship for the College of Business Administration and Economics at New Mexico State University. He is the first holder of this professorship named after the CEO of Honda Oil in Roswell, New Mexico.

Dov Eden reports that he has concluded his term as Director of the Israel Institute of Business Research at Tel Aviv University, and has been appointed to take charge of the university's prestigious year-long executive training program called the Top Executive Course (TEC).

Finally, congratulations to **Doug Bray**, who received a Gold Medal Award for Life Achievement in the Application of Psychology from the American Psychological Foundation. Doug was nominated by the SIOP Awards Committee. Well done, Doug!

Vantage 2000: A Potpourri

Kurt Kraiger

University of Colorado at Denver

Diversity Training at Philip Morris

Society member Tom Diamante passed along a course description of a diversity training program offered by Philip Morris. For two years, Tom employed a number of consultants to assist in the development of the workshop. After seeing little progress towards the type of training he felt would be useful, Tom finally opted to design his own program. From viewing other training programs, Tom feels that many of them do "more harm than good—unless designed in a manner that embraces individuality." In Philip Morris' program, the notion of diversity is not limited to racial, gender, or ethnic differences, but is expanded to include management style, work experience, personal values, etc. The workshop is targeted towards the sales workforce, and enables participants to share ideas on the topic of diversity in a non-confrontational, educational setting. Videos and group exercises augment the discussions. If you are interested in learning more about Philip Morris' program, or discussing diversity training, you can call Tom at (212) 880-5000.

Tom's assertion that managing diversity is a process of appreciating individuality rather than accommodating ethnic or gender differences is a positive message. It reminds me of a discussion I had a number of years ago with the director of an organizational development staff for a public utility company. The unit (four men and a woman) were in the process of interviewing to hire a fifth staff member. One applicant had similar credentials to the other candidates, but stood out in the interview, principally because he wore no tie, and had long hair and an earring. As they were discussing the candidates, they looked around the room and discovered all of them were wearing the same "IBM suit," and all had agreed 100% on all the other candidates. At this point, they realized that they needed some diversity and made the offer to one "different" candidate.

Americans with Disabilities Act

By now, most TIP readers are probably aware that employment aspects the ADA go into effect in July of 1992. This prospect has generated some discussion in recent TIPs, prompted a half-day workshop at the upcoming SIOP, and has created questions and confusion among I/O psychologists and P/HR practitioners.

What is clear is that the bill affects all but very small businesses. As of July, 1992, businesses with 25 or more employees fall within the Act's jurisdiction; by July, 1994, the Act is extended to employers with 15 or more employees. It is also clear that the bill will broaden the conception of handicapped for many

parties. Not only are the physically handicapped covered in the law, but people with a history of heart disease, diabetes, depression, dyslexia, and drug and alcohol abuse.

Organizations I have talked with seem to be choosing a cautious response to the Act. Most are considering modifications to their testing procedures. For example, some plan to extend examination times for the handicapped, provide readers, or (in one instance) translate written tests to both Braille and tape. In general though, the attitude of at least larger organizations seems to be that it is impossible to anticipate where legal challenges will come from, and that whatever proactive steps are taken will not be sufficient to all parties. Thus, the tactic seems to be to wait for complaints and suggestions and then move quickly to remedy the problem.

I would be interested in learning the plans and policies of other organizations. Give me a call or drop a line and I will try to get other strategies into future columns.

Vantage Points

Susan Jackson has finished her book on diversity for SIOP's Practice Series. Due out in April, the book is entitled *Diversity in the Workplace: Human Resources Initiatives*. The book includes several chapters on forces creating diversity and general issues in managing it. The heart of the book, however, is a series of detailed case studies on managing diversity from large organizations such as Xerox, Pacific Bell, Pepsi, American Express, and the mysterious XYZ Corporation. When out, the book will be a must for practitioners' bookshelves and will undoubtedly create favorable publicity for the Society.

The Academy of Management's newsletter brings the following news: The Academy's Task Force on Minorities will sponsor a pre-conference workshop on diversity ("Current trends and future directions") on August 8th and 9th in Las Vegas. Interested parties can contact Nancy DiTomaso (908) 889-7457. Also, the Academy's Internationalization Task Force on Management Education and Development (try squeezing that into your autodial directory) has started a collection of exercises and role-plays on cross-cultural issues in management. Submissions should include facilitator notes and follow the format used by University Associates. Published or unpublished submissions should be sent to John N. Yanouzas, International Collection, U-41MG, 368 Fairfield Road, University of Connecticut, Storrs, CT 06269.

Open Note to Neal Schmitt

If I had known that all subsequent TIPs would contain a reference to you and our Secretary of Defense, I would have thought twice about the comparison! Instead, I may have mentioned the even more striking resemblance between a former advisor of mine, Ed Cornelius, and Chicago Cubs' pitcher Rick Sutcliffe. This "separated at birth" observation usually brings fewer nods of agreement, in large part because of Ed's hiatus from the Society in recent years. However, if you're a baseball fan, think about this: No one had ever heard of Rick Sutcliffe until Ed disappeared from sight.

If you are planning a diversity intervention, and wish to do a pre- and/or post-assessment, you should consider an inventory available through International Learning Systems of Golden, Colorado. The questionnaire was developed and validated by Heidi Brinkman, a doctoral candidate at the University of Denver. The questionnaire consists of 40 Likert-scaled statements, and one open-ended question addressing perceptions of the management of ethnic or gender diversity. The inventory generates scores on seven dimensions including Hiring or Promotion Practices, Equity and Fairness, Workplace Politics, and Training and Development Practices. If interested in learning more, contact Arlene Brownell at (303) 526-0300 or 800-544-2870.

The Department of Labor (DOL) has recently published "A Report on the Glass Ceiling Initiative." The initiative has four components: 1) An internal education effort within the DOL; 2) a pilot study (i.e., review) of policies within nine organizations; 3) increasing public awareness and voluntary efforts; and 4) recognizing and rewarding companies which are independently removing their own glass ceilings. The report summarizes accomplishments to date. A copy can be obtained by contacting any state or federal DOL office.

New Column Editor Sought

In all likelihood, this will be my final Vantage column (larger fields to mow). If you are interested in assuming the reins, please drop me a note or give me a call as soon as possible.

Until a new column editor is found, please continue to send contributions (information, not money!) to me through the Department of Psychology, University of Colorado at Denver, Denver CO 80217, or call me at (303) 532-0609.

Research Support: Are There Still Opportunities?

Eduardo Salas & Kerry A. Burgess
Naval Training Systems Center

As you may remember, in the October 1991 issue of TIP, a new column dedicated exclusively to informing SIOF members about the different issues and opportunities for research support (i.e. funding) was introduced. We planned to explore sources such as the Department of Defense (whatever will be left!), private foundations, agencies, and other sources. We asked for your suggestions for a format and title for this column, as well as areas which would be offering funding. From the feedback we received (which was absolutely nothing!), we have happily concluded that either everyone is inherently wealthy, or agencies are just knocking down your doors "begging" you to do research for them!! (Or, nobody wants to share their sources—which is understandable!) Seriously, we do think that this column could potentially assist many SIOF members (as well as graduate students) with research funding opportunities. Therefore, we would still like to hear from you.

It should not come as a surprise for you to hear that research opportunities seem to be limited at this time—we are sure that many of us have been affected by it. The economy, the downsizing of DOD budgets, the elimination of R & D budgets in some companies, and the cutting of university budgets throughout the country do not help. However, not all hope is lost. Research opportunities are still very much alive in many agencies (witness the FAA and some DOD labs). For example, as the DOD reorganizes, the current "thinking" is that now is the time to invest in high-risk, long-term R & D. This will take some time to materialize. We just need to be prepared with ideas, tools, methodologies, and solutions that are theoretically-based and practically-relevant to the customer. So here goes the first "law" of research funding: In times of chaos, the first one with a plan wins. Law #2: From our perspective, research is a business! More on this in future issues of TIP.

Given that the President, in his State of the Union, stated that he would encourage R & D through legislation, we must be optimistic. The question remains whether behavioral science will get a fair share. In the meantime, our "Bulletin Board" will attempt to alleviate a few individual dilemmas concerning funding. We are confident that as R & D grows, the notices in the "Bulletin Board" will also continue to grow. In the "Bulletin Board" section below, we have listed some opportunities for you. Hopefully, you will find something of interest.

Research Bulletin Board

1. OPPORTUNITIES FOR POST DOCTORATE FELLOWSHIPS:

National Research Service Award Individual Fellowships—Agency for Health Care Policy and Research, PA-92-08.

A. OBJECTIVES/RESEARCH INTERESTS

AHCPR announces the availability for postdoctoral individual fellowships in health services research. These fellowships provide opportunities for academic training and research experience in applying research methods to the systematic analysis and evaluation of the organization, financing, utilization, and delivery of health care services. This research draws on a variety of conceptual and statistical models to address policy issues. Applicants must have a doctorate degree from an accredited domestic or foreign institution. Deadlines for applications are May 10 and September 10.

B. POINT OF CONTACT

Director, Office of Scientific Review
Agency for Health Care Policy and Research
Parklawn Bldg.—Rm. 18A-20
Rockville, MD 20857
Tel: (301) 443-3091

2. The Federal Aviation Administration (FAA) has developed a National Plan for Aviation Human Factors which addresses the technical efforts necessary for human performance issues in aviation and gather the necessary resources to fund these efforts. Additionally, the plan addresses the efficiency of allocating resources by coordinating research programs at government laboratories, and the communication of research needs to academic and industrial research centers. The main technical areas of the plan include: (a) improving aviation system monitoring, emphasizing human performance factors; (b) improving basic scientific knowledge that significantly influence human performance in aviation; (c) improving techniques for assessing human performance; (d) determining the most effective means of air-ground information transfer; and (e) developing enhanced methods of training and selection for aviation personnel. Some SIOP members have already participated in this plan. If you would like a copy of this plan (it will cost you), you can write to the FAA at:

Federal Aviation Administration
800 Independence Ave., S.W.
Washington, DC 20591

3. The second edition of the *Guide to Federal Funding for Social Scientists*, published by the American Political Science Association (APSA), is also now available. The guide lists over 250 federally funded programs in the social sciences. It is available for \$50, or \$30 for APSA members, plus \$2.50 in shipping/handling. To receive a copy, write:

Publications/APSA
1527 New Hampshire Ave., NW
Washington, DC 20036
Tel: (202) 483-2512

4. There is a publication from NSF called *FY 1990 Awards by State and Institution* which lists program grants available from various appropriations. This is produced annually and is free of charge. Within the publication, points of contacts are provided, along with summaries, total number of awards, and total dollar amounts. You can obtain a copy of this publication from:

NSF Forms and Publications Unit
1800 G St., NW Rm 232
Washington, DC 20550
Tel: 357-7861

Again, if you have any ideas or suggestions for us on this column, please send them to Eduardo Salas, 4010 Gallagher Loop, Casselberry, FL 32707. Finally, a bureaucratic note: The opinions expressed herein are those of the authors and do not reflect the official position of the DOD.

Step-by-step guidance on handling the most difficult aspect of a merger—THE HUMAN SIDE

MANAGING THE MERGER

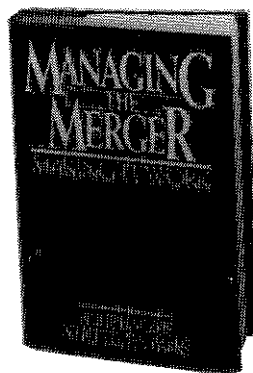
MAKING IT WORK

By Philip H. Mirvis and Mitchell L. Marks

Stress, infighting, culture clashes, looking out for #1... If these human aspects of a merger are not managed intelligently, even the best-conceived corporate marriage can fail. Drawing on their counsel to top executives in more than twenty of the biggest mergers in the past decades, "merger mavens" Mirvis and Marks present "behind the scenes" case studies of CEOs, middle managers, financial analysts, and human resource specialists at their best—and worst—during a merger. This invaluable guide to managing the human, political, and cultural dynamics in a merger acquisition:

- ▶ Offers no-nonsense guidance on handling the people problems at each stage of merger—from early fears or euphoria to the onset of survivor sickness.
- ▶ Tells how to make good merger decisions, involve both sides in planning, counter the conqueror's mentality, regain trust, and rebuild the business.
- ▶ Features such high profile mergers as Burroughs and Sperry, Times Mirror and Graphic Controls, Hewlett Packard and Apollo Computer, plus media giants, hospitals, brewers, and banks—and how to do international deals!

Management consultants **Philip H. Mirvis** and **Mitchell L. Marks** have been dubbed the "merger mavens" by *Fortune* magazine. Mirvis, who is also co-author of the acclaimed *The Cynical Americans*, lives in Sandy Spring, Maryland. Marks lives in Los Angeles, California.



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Practice Network

Thomas G. Baker

Micro Motion, Inc.

Practice Network is committed to providing a forum for the discussion of practitioner issues. This column develops based on your calls, views, requests and opinions. 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.

Don't Bleed on Cutting Scores

Practice Network spent some time on the phone speaking with **Mort McPhail** (Jeanneret and Associates) and **Dave Woehr** (Texas A&M) about issues surrounding the implementation of cutoff scores. Many of the ideas presented have also been contributed by **Mike Maughan**, **Joe Montgomery**, **John Moore**, **Pam Skyrme** and **Vicki Vandaveer**.

"The view tends to be that cutting scores are more science than art. I believe they are in balance," says Mort. A key tenet of his views on cutting scores is that practitioners can get carried away with statistical derivations and ignore other important factors in setting cutting scores. "You'll never get a test implemented in practice if you haven't taken organizational issues into perspective during (cutting score) development," Mort feels.

In general, courts have not acted on cutting scores which are developed with a clearly outlined rationale. Indeed the Uniform Guidelines and APA's Standards give only the most general guidance on cutting scores, focusing on the rationality of the process used to obtain them.

Mort and Dave categorize cutting scores into content and criterion related methodologies. Dave defines three main categories for cutting scores: (1) those which are strictly criterion related, (2) content methods based on normative comparisons of the predictor test itself, such as when cutting scores are set at some interval about the mean, and (3) content methods based on expert judgments of test content, popularized by the Angoff procedure.

There is no *One Best Way* to setting cutoff scores! There are no secret tricks or mysterious statistical derivations. Mort stresses that "even when we do all of the statistics, the cutoff score is partly judgmental in nature." Looking at only the empirical evidence, you must consider selection rates and ratios, base rates, the utility and validity of the predictor test. No single statistic will suffice.

Equally is important as the statistics are two important aspects of the decision which are not strictly quantitative in nature: (1) organizational issues, such as the level of ability of current employees relative to their jobs, labor market availability, affirmative action goals and history of EEOC litigation,

and the type and level of the target job for the tests, and (2) issues from the employees' and applicants' perspective, such as communications surrounding the implementation of the test, the perceived fairness of the cutting scores, and the problems that incur if cutting scores are perceived to be set to favor minorities. Mort said his experience shows that employees see cutting scores as objective and relatively fixed goals, while top down formats imply a comparison which depends on the group tested and may change from time to time. (Of course, you are familiar with the Civil Rights Act of 1991 prohibiting "race norming." Mort reports that "cutting scores represent a multivariate problem that does not admit a completely determinate solution."

Although most of the literature on cutoff scores is in the educational research field, Dave and Mort recommend the following references: for an excellent review of content based cutoff score methods, Mort highly recommends Berk's 1986 review;¹ Dave and Mort recommend a Cascio and Barrett 1988 article² as a good review of the legal issues; for a recent review of the Angoff method, check out the 1991 article by Maurer et al.³

Categorized previously as an 'expert judgment,' content based method, the Angoff method asks SMEs to rate individual test items to set cutoff scores. Dave's experience with the Angoff method has resulted in annoyingly low interrater reliabilities. It is not uncommon for the SME to rate test items with overly (how do we say) *optimistic* levels of criterion performance or, conversely, with a high degree of variability of expectations for performance. Dave feels that rater training is critical to increasing the reliability of SME ratings using the Angoff procedure.⁴ Calibrating raters to a common set of performance standards is important when using a content based cutoff score development method.

Dave Woehr also emphasizes the importance of conducting job analyses which identify relative levels of performance in the job dimensions as meaningful input to setting cutoff scores. "When you look at levels of performance, you get into the area of value statements. What performance is more valuable than others?" Dave comments.

Mort McPhail and his associate's investigations indicate that the Angoff method tends to set cutting scores lower than those set based on criterion studies, implying that the Angoff procedure may be somewhat conservative. Dave also comments on the relative dearth of research comparing cutoff scores set by criterion, normative, and expert judgment methodologies.⁵ "A quest for the precision of a cutting score misses the trade offs the cutting score decision has for the organization," Mort emphasizes. You will miss the boat for your organization or client unless you ask, "What is the most appropriate cutting score to accomplish the specific goals of the organization under a defined set of conditions?"

Organizational Architecture

David Nadler (Delta Consulting Group) specializes in large scale organizational change. David and his associates have developed the theory of organizational architecture which encompasses the process of how one designs and develops organizational change on a broad scale. "If our desire as I/O practitioners is to have influence and impact, we must realize that the issues decision makers consider are at the system level," he says. Consulting with CEOs, David has discovered that many corporate heads are unclear as to the contributions made by I/O psychologists on their staff. It is common for us to focus on organizational issues at the individual and job level while missing larger social processes. "Patterns of behavior of individuals must be considered within a broad context," he says, "this includes an interplay between strategic and technological issues with behavioral issues."

Organizational architecture is the process of designing a total system including the formal organization, strategic and technological issues, the informal organization and individual responses to the organization. David uses the architectural analogy quite seriously and maintains that the architecture of physical space and organizations are similarly impacted by the availability of new technologies and new visions. He asserts that "information technology is the structural material for organizations."

Implementation of his ideas of organization development depend on the involvement of senior staff members in project teams. A current intervention with a 14 billion dollar, 100,000 employee organization has been built on the work of two teams of managers; the "architecture team" responsible for examining the nature of the business, developing four different possible architectural structures and presenting their finding to the "organization transition board;" the 'board' is responsible for implementing the architecture chosen by the organization.

David suggests that practitioners research the strategic issues of their business. Find out about the performance of your company and the strategic issues with which it is grappling. This awareness will broaden your horizon and help you see issues from your CEO's perspective. "The issue for practitioners is one of relevancy," David says. David, Mark Gerstein, and Robert Shaw have a book coming out soon on the topic of organizational architecture.

Case Study

Tom Mason (Jeanneret and Associates) contacted *Practice Network* to share his experiences in validating an employer's integrity test. The employer, a 40,000 employee retail chain headquartered in the South, decided to stop using two nationally marketed integrity instruments and develop an inhouse test to save costs. It was estimated they were losing \$20-40 million per year through employee theft (not including lost time). They contacted their loss prevention professional and legal counsel and a clinician to make the test. This

group began writing straightforward, admission-oriented questions (e.g., "I have never stolen"), psychological items (e.g. "I am always cheerful"), and intention items (e.g., "I plan to stay at *company for X years.*").

Tom was called in to assist in developing a scoring key. His first important intervention was to change the focus of the test from an honesty/dishonesty perspective to one of employee reliability and organizational delinquency. Tom was guided by a 1989 article by Hogan and Hogan.⁶ Tom and Pete Hudson (ABD, U. of Houston) conducted job analyses on the two target jobs as the key step to develop criterion measures. Based on the job analyses, supervisor ratings would be gathered in seven critical dimensions (such as, Interpersonal Relations, Housekeeping & Maintenance, Physical Ability, Reliability etc.) utilizing a BAR format.

The test items, by this time rewritten, were administered in a pure predictive format to 1,000 job applicants. Six months elapsed before supervisory BARs were gathered on 300 to 400 employees given the integrity instrument.

Surprisingly, of the seven dimensions on which criterion data was gathered, only one—the Reliability Dimension—showed significant, practical and consistent: correlations to the predictive instrument. The correlation was approximately .30 overall, with .20 for one job and .40 for the other, lower level, job. Tom attributes these very focused validity findings, in part, to the time spent developing the supervisory rating criteria and to the shift towards focusing the test on organizational delinquency rather than honesty.

Adverse impact studies utilized tests of statistical significance, providing a conservative measure of impact. Tom found little evidence for impact on race except when cutting scores were set near the mean of the test scores. To arrive at the cutting score, Tom examined, "curves of competing functions, one for adverse impact and one for test utility," in which the test scores differentiated between selected and not selected test takers. Tom ran these statistics for all possible cutting scores and presented the findings to the organization. The organization's values, based on a need to keep the selection rate high, were to utilize the test to screen out only 'flagrantly' unreliable incumbents. A low cutting score was set.

Tom says that it is, "important that I-O psychologists don't shy away from issues that reports (*TB: such as the Office of Technology Assessment's report critical of honesty testing*) or litigation suggest are not 'safe' issues. If there is a legitimate business need and reasonable, fair approaches are available, we should use our professional tools to help make a positive impact."

ADA's "Top Ten" Issues

ADA is effective in July 1992 for all employers with 25 or more employees. *Practice Network* contacted a variety of sources familiar with the impact ADA is likely to have on personnel testing. What follows are the "top ten" lists from contributing practitioners.

Bonnie Sandman (Smith, Sandman and McCreery) suggests I/O practitioners consider the following items:

- 1) *Conduct an audit of your organization's pre-employment inquiries.* Application blanks and interviews should be carefully scrutinized. Bonnie strongly recommends that an organization avoid questions which get at medical or physical disabilities. If faced with an obviously disabled applicant, train your interviewers to review the essential tasks of the position and then ask a question such as, "Describe or demonstrate to me how you would perform this job." This type of questioning is non-invasive and may help to identify possible accommodation strategies for the applicant.
 - 2) *Question validity generalization strategies you employ.* If you use, for instance, the Wonderlic and Minnesota Clerical to screen applicants in a clerical job group, make sure you can establish a specific relationship between the tests you use and each position in that job group. "What if Benny on L.A. Law applies for what is basically a mail sorting job in the clerical group, do you really need to get at 'g'?" Bonnie asks.
 - 3) *Review the use of any personality, bio-data or honesty tests.* Most personality inventories have items that directly probe physical symptoms or conditions. Bio-data inventories probe for past accomplishments such as team participation in sports or clubs. Honesty tests ask applicant about past drug and alcohol use. If these tests are used as pre-screens, and individuals with mental and physical impairments are screened out of the selection process, has the employer violated ADA? A rumor is flying that the EEOC may relegate the use of personality tests until after the conditional job offer, as it has done with the medical examination. This very hot issue should be ironed out in EEOC's Compliance Manual, due out in July 1992, according to **Dianne Brown** of APA's Science Directorate. Contact the EEOC at (202) 663-4395.
- Nancy Abell**, attorney with Paul, Hastings, Janosky & Walker, recommends the following key actions for I-O testing professionals preparing for ADA:
- 1) *Job descriptions.* Employers need a good, user-friendly format to document essential functions for all jobs. In many cases, job descriptions are written by incumbents and supervisors. These people will need training in how to identify and document essential functions.
 - 2) *Interviewing.* Special attention must be given to teaching interviewers how to formulate and execute an interview to determine an applicant's ability to perform essential job functions. ADA will expand interview training's traditional list of "Interviewer Do's and Don'ts."
 - 3) *Physical ability.* Due to ADA's restriction on pre-employment medical exams, Nancy suggests you consider physical ability work samples. Under ADA, work samples are not considered medical exams.
 - 4) *Physical exams.* In the past, physicians were able to assess GO/NO-GO status for applicants. With ADA's implementation, physicians should assess

the ability of applicants to perform the essential functions of the job and provide medical justification for those functions the physician determines the applicant is not able to perform safely. Our role will be to help employers and physicians design job related medical exams and appropriate medical documentation systems as well as to investigate possible adaptive accommodations for individuals who would be able to perform the essential functions of a job with such accommodation.

"If you have been complying with the Rehabilitation Act, ADA will not have a major impact on your business," says **Mike Wade** (Michael S. Wade Consulting). "Essential functions will not severely 'up the ante' " if you have your house in order.

Mike's key action steps for testing professionals to prepare for ADA are:

- 1) *Insure clear communication between testing professionals and hiring managers.* Send a consistent message that what is being tested is important (an "essential function") for the job.
- 2) *Periodically review all job descriptions* to insure the relevance of the essential functions.
- 3) *Keep up to date with adaptive technology.* This is a fast moving field. Contact the Job Accommodation Network at (800) 526-7234. This Network has a database of over 15,000 successful workplace modifications. Their service is free, funded by the President's Committee on Employment of the Handicapped.

"The simple goal with any piece of handicap legislation is that you want to make the disability irrelevant," Mike emphasizes, "You want to ask yourself the question: How do I accentuate the abilities of that person?"

Terry McKinney (Personnel Testing Council of Arizona and City of Phoenix) feels there are two factions to our business. One feels that ADA will have little or no impact, reasoning that actions they have already taken under 503 and 504 are sufficient (TB: *Sections 503 and 504 of the Rehabilitation Act cover reasonable accommodation and equal opportunity. The Rehabilitation Act applies to public agencies that receive federal funds or private sector organizations that have federal contracts*). This faction, Terry feels, is seriously underestimating the numbers of "reasonable accommodation" requests we will receive, and the increased vigor with which individuals will pursue these requests. The second faction of our business feels that the "sky is falling" and that ADA will totally change the way we do business. Terry believes the truth to be somewhere between these extremes.

For the most part, he is not too concerned with "reasonable accommodation" issues in the application and testing process. While some of these changes can be questioned from a psychometric standpoint, they are practical solutions to real situations.

The identification of "essential functions" is the issue which Terry sees producing the most litigation. Job descriptions and job analysis systems document what is currently being done on the job and what KSAs are required to

perform the existing job. Incumbents and supervisors, often given a major voice in describing a job, will have great difficulty in looking beyond the job as it currently exists. I-O practitioners are likely to be called upon to determine how to modify an existing job to accommodate disabled incumbents. We must learn more about the various disabilities in the population and the assistive aids available. **Terry McKinney** can be reached at (602) 261-8861 and TDD (602) 261-8687.

Manager, Know Thyself

John Hudy (Acumen International) contacted *Practice Network* to discuss some interesting work he is doing in management assessment and empowerment.

Acumen uses PC-based expert systems for the assessment of both management skills and management styles. These systems produce self-reports and co-worker feedback assessments, highlight and interpret areas of similarity and difference between these sets of ratings and provide tailored developmental options for a manager based on his or her profile.

John Hudy feels the recent pressures of downsizing, *leanness and meanness*, and the need to squeeze out more personal productivity makes it imperative for managers to have an excellent sense of both their management style and skill profiles. Acumen's skills expert system gives a manager this feedback in 16 dimensions, while the styles system reports on 12 traits predictive of managerial effectiveness.

John found that one skill dimension, entitled Empowerment, correlates significantly with three measures of effective management—delegation, leadership and getting the job done. John discovered that empowerment involves two important sets of behavior: (1) sharing power and decision making authority, and (2) motivating and supporting subordinates. What is often missing in attempts to empower others, he feels, is the dynamic, energizing aspect of motivating those given a share in power and decision making. John likens this important aspect of empowerment to "...building a fire inside of people instead of underneath them."

A factor analysis of the 12 traits in the management style instrument, based on a data set of 1,000 managers, revealed a three factor solution. Interestingly, these three factors line up very neatly with McClelland's triumvirate of needs:

Three Factor Solution

Achievement Orientation
Task Security Orientation
People Security Orientation

McClelland's Needs

need for Achievement
need for Power
need for Affiliation

Due to the highly individualistic nature of motivation, managers must have a framework around which to understand their employee's basic, intrinsic needs. John feels the three factors provide this framework. "To empower employees requires an understanding of their intrinsic motivators." Differ-

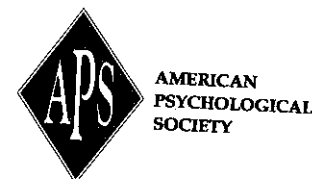
ences people have regarding task preferences, favored roles in group situations, needs from other people and many other areas are dependent on what motivates them—is it an Achievement Orientation, Task Security or People Security?

For managers to develop an *inside* understanding of motivation, they must be fully aware of their own skill and style profiles and they must know their greatest area of need. When managers sufficiently understand themselves, John Hudy feels, they are better able to discover that area in each person which triggers their intrinsic motivation and lights the fire of true empowerment. "To understand how to empower and motivate others, you must understand yourself first," John says.

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. Voice (303) 530-8143, FAX (303) 530-8422.

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THE SIOP APS CONNECTION

Lee Herring
American Psychological
Society

Eugene F. Stone
State University of New
York, Albany

Fourth Annual Summit. The APS-sponsored Behavioral Science Summit on educational accreditation will be held April 10-12, 1992, in Chicago. Some 150 departments of psychology have been invited to participate in the agenda-setting summit. Since 1989, APS has been urged by the Council of Graduate Departments of Psychology to address the issue of psychology program accreditation, given numerous areas of concern—especially within the scientific psychology community—about the APA dominated accreditation process.

The steering committee organizing the Summit includes **Marilynn Brewer** (University of California, Los Angeles), Chair of the APS Graduate Education Committee Accreditation Task Force; **Richard Bootzin**, Director of the University of Arizona's clinical psychology program; **Emanuel Donchin**, Chair of the psychology department at the University of Illinois-Urbana Champaign; and **Richard Weinberg**, Director of the Institute of Child Development at the University of Minnesota.

According to a January 6 letter from APS President, **Gordon Bower** and Summit organizer, **Marilynn Brewer**, the Summit is intended "as a forum for . . . representatives who are concerned about the impact of the present system of accreditation on the science of psychology and [who are] committed to the scientist-practitioner model of training for professional psychology Above and beyond discussion . . . the summit will provide a forum for resolutions involving joint action."

Human Capital Initiative. The 1990 and 1991 Summits held in Tucson, Arizona, and Houston, Texas, respectively, each attracted some 100 representatives of 65 scientific psychology-related organizations. One of the final products of those Summits, the *Human Capital Initiative* (HCI) document, was scheduled for publication and distribution to APS members and others in February 1992. It summarizes—for government and private policy makers—the research contributions and opportunities of behavioral science and serves as a foundation for the development of science research initiatives focused on important national issues reviewed in the document. The HCI coordinating committee, chaired by former SIOP President, **Milton Hakel** (Bowling Green

State University), is currently soliciting ideas for such research initiatives. Others on the committee include **Kay Deaux** (CUNY-Graduate Center), **Michael Davis** (Yale University), **John Hagen** (University of Michigan-Center for Human Growth and Development), **Rue Cromwell** (University of Kansas), **James Greeno** (Stanford University School of Education), and **Charles Perfetti** (University of Pittsburgh Learning Research and Development Center).

1992 Convention in San Diego, CA - June 20-22. The fourth annual APS conference will be held at the Sheraton Harbor Island Hotel, San Diego, California. Registration forms for the convention were distributed to APS members in the March, 1992, *APS Observer* newsletter. SIOP members who are not members of APS and want to attend the conference may obtain information about it by writing or telephoning the APS central office (address and telephone number are provided below).

The program for the fourth annual APS convention is developing rapidly. Presentation proposals (e.g., posters, papers) were due on December 6, 1991. SIOP member **Eugene F. Stone** (State University of New York, Albany), Chair of the Poster Subcommittee, received 570 poster proposals this year. They were reviewed by a Poster Review Committee having 208 members. Over 20 of the reviewers are SIOP members.

A large number of the proposals that were submitted deal with issues that are of direct relevance to SIOP members. One item among several that should be of particular interest to SIOP members is an invited symposium on motivation and performance that is being organized by **Carol Dweck** (Columbia University).

New Journal. The premiere issue of APS's second journal, *Current Directions In Psychological Science*, was scheduled for appearance in February 1992. Topics covered in this first issue range from vision in insects to psychosocial impact of job loss on individuals and families.

Membership. The Society's membership, over 12,500, continues to grow and there are now 32 Student Caucus Chapters established at colleges and universities across the country. SIOP members should note that as a result of a SIOP By-Laws change, individuals can maintain membership in SIOP through concurrent membership in either APA or APS.

Additional Information. For information about APS, membership in APS, or the upcoming APS convention, contact: American Psychological Society, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907, Telephone: 202-783-2077, Fax: 202-783-2083, Email: APS2@UMUC.BITNET.

APA Moves to Capitol Hill

Last month, American Psychological Association moved to its new headquarters building at 750 First St., NE Washington DC 20002. The Association occupies 5 and 1/2 floors of the building (approximately 150,000 sq. ft.) which houses over 400 staff that were separately located in buildings at 17th Street and Arlington, VA.

APA has a majority interest in the building and an opportunity to purchase it at various points during the next fifteen years. The Association is in a partnership with Trammell Crow for development and management of the building. At this time the building is 98% leased with tenants including the National Association of Social Workers, The Career College Association, the National Association of State Development Agencies, and the Department of Energy. The building houses over seven conference rooms, a library, and learning center.

APA's share of any expenses associated with the construction, relocation, and purchase of furniture have come from an APA Building Fund which was established in early 1988 with proceeds from the sales of three APA buildings. These costs have little impact on the general operating budget of APA and the building fund will continue to grow in future years affording APA the opportunity to purchase the building and eventually reduce support some of the Association's operating expenses.

Below are the telephone and fax telephone numbers for APA Offices of interest to SIOP Members (area code 202 for all offices).

OFFICE	TELEPHONE
Science Directorate	336-6000 (336-5953 — FAX)
Education Directorate	336-5979
Division Services	336-6013
Ethics Office	336-5930
Public Interest Directorate	336-6050
Practice Directorate	336-5800
Membership	336-5580
Order Dept.	336-5503
Subscription Services	336-5600
Public Policy Office	336-6062
Executive Office	336-6080

Upcoming Conferences and Meetings

This list was prepared by Julie Rheinstein for SIOP's External Affairs Committee. If you would like to submit additional entries please write her at: Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E. Street, NW Washington, DC 20415, or call (202) 606-0388, or FAX entries to (202) 606-1399.

1992

- Feb. 20-23 Annual Conference of Society for Psychologists in Management. Tampa, Florida. Contact: Marc Frankel, Ph.D., Membership Chairperson, SPIM, 131 W. Monroe, Suite 4, Kirkwood, MO 63122.
- March 26-27 Personnel Testing Council (PTC)/Northern California Conference. Berkeley, CA. Contact: Fran Elm (916) 485-9286.
- April 10 PTC Southern California Conference. Los Angeles, CA. Contact: Barry Nathan, (213) 265-7316.
- April 14-17 Sixth European Congress on Work and Organizational Psychology. Alicante, Spain. Contact: Congress Secretariat, EAWOP, Post Box 9, B-2100 Deurne 2.
- April 20-24 American Educational Research Association. Annual Convention. San Francisco, CA. Contact: AERA (202) 223-9485.
- April 29 I/O-OB Doctoral Student Consortium. Montreal, Canada. Contact: Jan Cleveland, Colorado State Univ., (303) 491-6808.
- Apr. 30- Society for Industrial and Organizational Psychology Annual May 3 Conference. Montreal, Canada. Contact: Katherine Klein, U. of MD, (301) 405-5929.
- May 17-19 Research/Study Team on Nonviolent Large Systems Change. "Bringing Together Psychologists from Around the World for Peace." 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: Marianne Ernesto, 1617 Duke St., Alexandria, VA 22314, (703) 549-7100.

- June 20-22 American Psychological Society Annual Conference. San Diego, CA. Contact: APS (202) 783-2077.
- July 5-10 Congreso Iberoamericano de Psicología. Madrid, Spain. La direccion postal de la Secretaria del Comité, Organizador y del Congreso sera, C/ Nunez de Balboa, 58 5 Deha, 28001 Madrid, Spain. Tel: 435-52-12, FAX: 577-91-72.
- July 12-15 Third International Conf. 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 Univ. of OK, 307 West Brooks St., Rm. 4, Norman, Oklahoma 73519-0450, FAX: (405) 325-7688.
- July 14-18 12th Organization Development World Congress. Lithuania.
- 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@bluekull.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.
- October 12-16 The Human Factors Society 36th Annual Meeting. Atlanta, Georgia. The deadline for poster proposals is June 1, 1992. Contact: HFS at P.O. Box 1369, Santa Monica, CA 90406-1369; Tel: (310) 394-1811, FAX: (310) 394-2410.

1993

- April 14-17 6th European Congress on Work and Organizational Psychology. Alicante, Spain. Contact: Secretariat, European Association of Work and Organizational Psychology, P.O. Box 9, B-2100, Deurne, Belgium.

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, 5ºD, 29001 Madrid, Spain.

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Rene Bergermaier

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Calls and Announcements

CELEBRATING 100 YEARS OF PSYCHOLOGICAL TESTING

APA's Committee on Psychological Tests and Assessment (CPTA) is hosting a two-hour symposium at this year's Convention which will commemorate psychological testing from 1892-1992. This 'Testing Centennial' is being jointly sponsored by Divisions 5, 12, 14, 15, 16, 17, 19 and the Joint Committee on Testing Practices (JCTP). Chair **Wayne J. Camara**, Acting Executive Director of APA's Science Directorate, will introduce the following noteworthy speakers: **Lee J. Cronbach**, Stanford University; **John J. Fremer**, Educational Testing Service; **Jo-Ida Hansen**, University of Minnesota; **Joseph D. Matarazzo**, Oregon Health Sciences University; and **Mary L. Tenopyr**, AT&T. Informative programs distributed at this session will include a timeline of testing landmarks and highlights of important events in the last 100 years of psychological testing. You will not want to miss this event, scheduled from 3 to 5 p.m. on **Sunday, August 16, 1992**. Immediately following the symposium, there will be a social hour from 5 to 6 p.m., jointly sponsored by CPTA, JCTP, and Divisions 5, 14, and 17. Mingle with other APA and Division members interested in psychological testing at the 'APA Testing Social Hour.' For more information on the Centennial Symposium and Social Hour, contact: **Dianne Lane**, APA Science Directorate, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6000. See you there!

Announcement

The Board of Convention Affairs would like each person with a disability who is planning to attend the Convention in Washington, D.C., August 14-18, 1992, to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the March through May issues of the American Psychologist. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who

require interpreting services. The deadline for registering in advance for the convention is June 25, 1992.

Call For Feedback Papers

Unpublished papers such as pre-prints, unpublished papers, dissertations, and MA theses are needed for a meta-analysis on the effects of feedback on performance. Please send unpublished papers reporting any feedback experiment or quasi-experiment (laboratory and field studies) that (a) has at least one control group (condition) which received no feedback, and (b) has any performance data. Please send any relevant material (including performance reliability, if known) to: Avraham (Avi) N. Kluger, Institute of Management and Labor Relations, Rutgers University, New Brunswick, New Jersey 08903-5062. You may also contact me by telephone (908) 932-5823 or e-mail "kluger@cancer."

Call for Papers: The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the **Kenneth R. Clark Research Award**, an annual competition to recognize outstanding unpublished papers on leadership by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The first place award will include a prize of \$1,500 and a trip to the Center to present the paper in a colloquium. The Center also will assist the author in publishing the work in an appropriate outlet. Additionally, a prize of \$750 will be awarded for a paper judged as deserving honorable mention status.

Submissions may be either empirically or conceptually based. Nontraditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1992 award is "The Dynamics and Context of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) leadership for quality organizations, (c) leadership in team settings, (d) cross-cultural issues in leadership, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and context of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers from the Center and selected external authorities.

Papers may be submitted only by graduate or undergraduate students. Entrants must provide a letter from a faculty member certifying that the paper was completed by a student or students, and is an unpublished work. Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers. Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*.

In the absence of a paper deemed deserving of the award, the award may be withheld. Entries (accompanied by faculty letters) must be received by August 31, 1992. Winning papers will be announced by October 30, 1992. Entries should be submitted to: Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300.

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CASPER is a FREE educational software package for teaching tests & measurements and a variety of statistical methods. Over the past year we have received more than 600 requests for CASPER, primarily from research methods instructors who teach in departments of Psychology, Education, Sociology or Nursing. Developed over the past five years as a part of undergraduate courses, CASPER is very user friendly: it is menu driven and requires no manual. Students receive their own copies of CASPER and operate them on IBM-compatible machines with 640k and a graphics card.

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CASPER may be distributed freely to colleagues and students for educational purposes only. CASPER must not be used, sold, or distributed for any commercial purposes.

Call for Papers

The Human Factors Society invites article submissions for its new magazine, **Ergonomics in Design: The Magazine of Human Factors Applications**. The goals of the quarterly publication are to inform HFS members about ergonomics applications in a range of industries and to inform professionals in related fields about the contributions that human factors practitioners can make to the design of any system, tool, environment, or product with which humans must interact.

In addition to feature articles, the magazine will contain a variety of columns, such as product and book reviews; summaries of ergonomics work being conducted in the aerospace, computer, automobile, insurance, and other industries; and commentaries and debates on issues of interest to readers. Manuscript submissions in these and other areas are welcome.

For more information about **Ergonomics in Design**, or to submit an article for publication, contact: Norman D. Schwalm, Editor, c/o Human Factors Society, P.O. Box 1369, Santa Monica, CA 90406-1369; (310) 394-9793, FAX (310) 394-2410.

Call For Proposals: Research Using Looking Glass, Inc.®

The Center for Creative Leadership is inviting research proposals from those using, or interested in using, the Looking Glass, Inc.® University Edition. Research toward a doctoral dissertation will be eligible for the award.

The person or team submitting the winning proposal will be granted \$10,000 toward completion of their research. The Center reserves the right to publish the resulting research.

The four-hour University Edition duplicates the problems and dilemmas of Looking Glass, an organizational simulation structured around a fictitious glass manufacturing corporation.

Grant criteria are available from the contact listed below. To apply for the grant, please send a brief (3-5 page) research proposal, describing the nature and significance of the research, how it will use Looking Glass, and a description of the costs to: Ellen Van Velsor, PhD, Director, Product Development Research, Center for Creative Leadership, PO Box 26300, Greensboro, NC 27438-26300, (919) 288-7210.

The deadline for receipt of proposals is July 1. A decision will be announced by August 3.

HFS Meeting Announcement

The Human Factors Society will hold its 36th Annual Meeting on October 12-16, 1992, at the Westin Peachtree Plaza Hotel in Atlanta. The meeting, whose theme is "Innovations for Interactions," will feature more than 100 technical sessions on a broad range of ergonomics-related topics, including aerospace systems, aging, biomechanics, communications, computer systems, consumer products, education, forensics, organizational design/management, safety, system development, test and evaluation, training, transportation, and visual performance. Lecture papers, panels, symposia, and demonstrations are invited, and proposals are due by February 24. Poster proposals may be submitted by June 1. Hands-on workshops geared toward professionals at all levels will be offered on Monday, October 12, and Friday, October 16.

For information and instructions for preparing proposals, contact the Human Factors Society at P.O. Box 1369, Santa Monica, CA 90406-1369; (310) 394-1811, FAX (310) 394-2410.

IPMAAC'92—Conference on HR Assessment Baltimore, MD June 7-11, 1992

The *International Personnel Management Association Assessment Council* (IPMAAC) announces its sixteenth annual conference on human resource assessment at the Stouffer Harborplace, Baltimore, MD, June 7-11, 1992. Topics cover a wide range of assessment issues, with an emphasis on applied systems and techniques. Sessions will explore methodological and legal concepts, will discuss innovative research in public and private organizations—including TQM, attitude surveying, personality measurement, assessment implications for work groups and self-managed teams, job performance criteria development, individual assessment, biodata and behavior feedback—and will challenge the profession on issues such as cost/benefit analysis of management decisions, diversity, meta-analysis vs. job specificity and future workforce trends/needs. The IPMAAC'92 keynoter is Marvin Dunnette with special presentations by Ann Howard, Erich Prien, Sidney Fine, Ernest Primoff, Lawrence Lorber, Hilda Ford, Linda Gottfredson, Richard Seymour, Jana Carey and Wayne Camara. Presenters come from all facets of the assessment community—government, consulting, academia, private industry—and include SIOP colleagues Mary Tenophr, Dick Jeanneret, Joyce Hogan, Bob Hogan, Marilyn Gowing, Irv Goldstein and many others.

For more information on IPMAAC'92 contact: Marianne Ernesto, Director of Assessment Services, IPMA, 1617 Duke Street, Alexandria, VA 22314 (703) 549-7100 FAX (703) 684-0948.

Call for Submissions for Special Issue

Personnel Psychology is calling for submissions for a special issue on Innovations in Research Methods for Field Settings. The deadline for submissions is September 15, 1992.

Submissions will be evaluated on Personnel Psychology's regular criteria and on 1) focus on methods, 2) focus on field settings, 3) focus on innovation and the cutting edge, and 4) focus on demonstrated value.

Articles submitted for the special issue do not fit the domain will be considered for regular publication. For the full text of the call for submissions, consult the Spring, 1992, issue (Vol. 45, #1, pp. 1-4) of Personnel Psychology.

Submissions should be sent, in quadruplicate and prepared for blind review, to Michael A. Campion, Editor, Personnel Psychology, Graduate School of Management, Krannert Building, Purdue University, West Lafayette, IN 47907-1310. Telephone: 317-494-5909.

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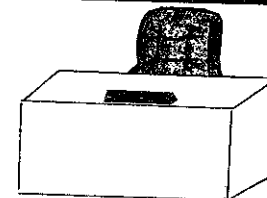
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