

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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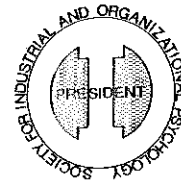
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A Message From Your President

Wayne Cascio

The American Psychological Association's annual convention, held in Washington, D.C. August 14-17, was a roaring success. It always amazes me how a convention so large (almost 20,000 people) can be organized so well. As far as the Society's program at APA, **Lynn Offerman**, APA-Program Chair, deserves high praise. Lynn, along with her hard-working program committee, assembled a truly first-rate set of symposia, invited addresses, and poster sessions. Here, in no particular order, are some of the general topic areas that were addressed:

Leadership and followership, managing organizational change, diversity (in organizations as well as in I/O psychology), I/O psychology as science, I/O psychology as practice, the relationship between science and practice in our field, work and family issues, federal workforce issues, groups, personality assessment in employment screening, the identification of management potential, job analysis, computer-assisted telephone interviewing, performance appraisal, the Uniform Guidelines, the APA Test Standards, goal systems, transitions from school to work, total quality management, and the impact of globalization of countries, organizations, and ourselves.

Whew—and that list doesn't include many other excellent sessions from related divisions—such as evaluation and measurement, military, and counseling. For I/O psychologists of every stripe, there was certainly plenty of intellectual challenge and lots of opportunity to socialize with domestic and international colleagues. Indeed, most sessions were very well attended, especially the Division 14 social hours!

Here's some updated information regarding three issues in the last **TIP**. One, SIOP is happy to report that **Jim Farr** of Penn State University was elected to a three-year term as Division 14's representative to APA Council. Jim will replace me when my term expires in February, 1993.

Two, SIOP is also happy to report that **Frank Landy's** plea to "Save Our History," an item printed in the last issue of **TIP**, apparently fell on responsive pocketbooks. As of this writing, it looks like SIOP will be able to contribute at least \$10,000 to the preservation of the Walter Van Dyke Bingham collection at Carnegie Mellon University. The money was raised from voluntary donations from SIOP members, plus matching funds up to \$5,000 from the Society.

Three, yours truly has had a busy summer as chair of the subcommittee that wrote SIOP's contribution to APA's amicus curiae brief in *Soroka v. Dayton Hudson Corporation*, to be heard by the California Supreme Court later this year. Other members of that hard-working subcommittee included **Frank Landy, Leaetta Hough, Jerry Barrett, Mary Tenopyr, Bob Ramos, and Dave Kleinke**. In its final form, our portion of the brief covered 36 pages (including references). The purpose of our statement is to educate the court regarding appropriate procedures to follow in identifying and using assessment procedures in the context of personnel selection, as specified in the *Standards for Educational and Psychological Testing* (APA, 1985) and *Principles for the Validation and Use of Personnel Selection Procedures* (SIOP, 1987).

From that perspective, therefore, our statement is organized around the following five themes: (1) the role of job analysis in the identification and use of personnel selection procedures; (2) validity, validation, and construct-oriented evidence; (3) the use of personality measures in personnel selection, along with cumulative evidence of their validity; (4) the effect of item deletion on the interpretation of and measurement properties of scales; and (5) the use of "offensive" items in personnel selection.

For those members who are interested, you can obtain a copy of our statement by contacting the SIOP Administrative Office and paying a small fee to cover photocopying and mailing costs.

In the past, APA has had some impact on the courts by filing amicus briefs in clear language that presents scientific evidence as well as statements of sound professional practice. By taking the lead role in the preparation of the *Soroka* brief, SIOP hopes to play a more direct role as the court grapples with issues that are important to our field. This is one small step toward the long-range objective of increasing I/O psychology's impact on public policy in a changing world. As the nation wrestles with such vexing challenges as global competitiveness and evolving national policy on EEO and accommodation for the disabled, it is critical that our voice be heard—and it will be.

ORGANIZATIONAL PSYCHOLOGY

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The Claremont Graduate School is a small, private post-baccalaureate institution located in a pleasant residential community in the foothills of the San Gabriel Mountains, 35 miles east of downtown Los Angeles. The Department of Psychology has doctoral programs in organizational, social, developmental, and cognitive psychology, and is planning a master's program in human resource development. Faculty members at the five other contiguous Claremont Colleges also participate in the graduate programs.

The Claremont Graduate School is an Equal Opportunity/Affirmative Action Employer, and applications from women and minorities are encouraged.

Annual Conference '93

San Francisco, California
San Francisco Marriott

William H. Macey

Now would be a good time to mark your calendar for SIOP '93 in San Francisco. The Eighth Annual Conference will be held on April 30 - May 2 with workshops planned for April 29, 1993. **Stan Silverman** and **Ron Johnson** have led previous conference committees in establishing an unparalleled standard for professional meetings. This year's conference committee is working hard to live up to the challenge!

For starters, the Workshop Committee, led by **Craig Williams** and **Georgia Chao**, plan on offering 14 workshops at the cutting edge of science and practice in I/O Psychology. As in previous years, workshop attendance will be high, so look for the registration materials in January and send in your reservation early. Like last year, both workshop and conference registration materials will be sent in the same mailing.

By the time this reaches you, **Lynn Offermann** and the Program Committee will be busy reviewing what will undoubtedly be a high number of quality submissions. They clearly face a daunting task in selecting from so many qualified choices! Thanks to all who submitted papers and contributed their ideas. Good Luck!

San Francisco is a great city, so **Linda Hoopes** and her Registration Committee will face a significant challenge in meeting what we know will be an early and strong response. Again, look for the registration mailing in January. Speaking of registration, please make every effort to register with the San Francisco Marriott at the earliest possibility. The Marriott is offering an early registration room rate of \$116.00 (single occupant) for those who register prior to January 29. After that date, the conference rate will be \$136 (single occupant). After April 7, 1993, the Marriott cannot guarantee either your reservation or the special convention rate. Any reservation request received after that date is subject to the availability of rooms at the regular house rates. You can use the reservation form provided in this issue of **TIP**.

For the San Francisco conference, United Airlines will be the official carrier. With over 33,000 seats per day into San Francisco, United offers considerable flexibility for choosing the schedule that best meets your conference travel needs. Help support SIOP by securing reservations with United Airlines. To obtain the best fares or schedule information, call United's Meeting Reservations Center at 1-800-521-4041. Please be sure to reference ID number 531SG. You or your travel agent may call. If you are a Mileage Plus member, you will receive full credit for all miles flown when attending

this meeting. You will also qualify for special discount rates on Hertz rental cars. The United reservationists can give you more information.

If you have questions about the conference, please contact me or any member of the planning committee: **Wayne Cascio**, **Rich Klimoski**, **Lynn Offerman** (Program), **Craig Williams** (Workshops), **Georgia Chao** (Workshops), or **Linda Hoopes** (Registration). See you in San Francisco!

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Preview of SIOP Workshops

Georgia T. Chao
Michigan State University

T. Craig Williams
Burroughs Wellcome Co.

It's not too early to think about SIOP workshops! Workshops will be held on April 29, 1993 at the San Francisco Marriott Hotel. In order to take advantage of the early bird hotel rates at the Marriott, you must make your hotel reservation by January 29, 1993. A quick preview of the workshops will help you make your travel and hotel arrangements for the workshops and conference.

The Continuing Education and Workshop Committee is proud to announce the following workshops that are currently planned for next year; please note that changes in titles and/or presenters may occur prior to the final description to be published in the next issue of **TIP**:

Qualitative Methods by David Fetterman, American Institutes of Research and Martha Ann Carey, National Center for Nursing Research.

Patterned Behavioral Interviewing Skills: Design and Execution by Tom Janz, Personnel Decisions, Inc. and Gary Latham, University of Toronto.

Cut Scores and Personnel Selection by Frank J. Landy, Pennsylvania State University.

Process and Product: Process Consultation for Business Results by Sandra Davis, MDA Consulting Group, Inc. and Grant Davies, Davies Consulting, Inc.

Staffing and Development for Organization Fit by Benjamin Schneider, University of Maryland at College Park and Susan E. Jackson, New York University.

Foundations of Management & Executive Development: How to Get People to Change by David B. Peterson and Mary Dee Hicks, Personnel Decisions, Inc.

EEO and Legal Topics in Employment by R. Lawrence Ashe, from Paul, Hastings, Janosky, and Walker.

The New Pay for Performance by Edward E. Lawler, III and Susan Cohen, University of Southern California.

ADA and the Workplace by Deborah L. Gebhardt, Human Performance Systems, Inc. and Janeth Smith, HR and Benefits Division Chief, City of Los Angeles.

Job Analysis with Reference to ADA by Erich P. Prien, Performance Management Associates and Garry L. Hughes, Psychological Consultants to Industry.

Evaluating Organization Change Efforts by Richard W. Beatty, Rutgers University.

Teams as Managers by Susan Mohrman and Allan M. Mohrman, University of Southern California.

Defining, Managing, and Changing Culture by Marshall Sashkin, Marshall Sashkin & Associates and Craig C. Lundberg, Cornell University.

Planning Organizational Transition and Recovering From It: The Human Resources Perspective by Mitchell Lee Marks, William M. Mercer, Inc.

Complete descriptions of the workshops will appear in the next issue of **TIP**. That issue will also include the registration form for these workshops. If you have any questions, please call Georgia Chao at (517) 353-5418 or Craig Williams at (919) 830-2870.

Eighth Annual Industrial/Organizational Psychology Doctoral Consortium

Roseanne Foti
Virginia Polytechnic Institute

Dirk D. Steiner
Louisiana State University

The Eighth Annual Industrial and Organizational Psychology Doctoral Consortium will be held *Thursday, April 29, 1993* at the Wells Fargo Conference Center in San Francisco, California. The consortium is designed for upper level graduate students generally in their third or fourth year in I/O Psychology and O.B. doctoral programs.

Speakers, to be announced at a later date, will represent industry and psychology and management departments. The consortium will include breakfast and lunch (both followed by speakers), two concurrent morning sessions, two concurrent afternoon sessions, and a panel discussion which concludes the day. There is a fee to participants of \$25.

Each Ph.D. program director should receive information by January, 1993 concerning registration procedures for the consortium. Please note that enrollment is very limited. We encourage you to apply as soon as possible.

If you need additional information or registration materials, please contact **Roseanne Foti**, VPI, (703) 231-5814 or **Dirk Steiner**, LSU, (504) 388-4110.

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Doctoral Training in I/O Psychology at the University of Pennsylvania: History and Characteristics¹

Albert S. Thompson²

Professor Emeritus, Teacher's College, Columbia University

It is not too surprising that the University of Pennsylvania was one of the earliest institutions in the United States to provide graduate training in what is now called I/O Psychology. Penn's historical role in the development of psychology as a science and as a profession was crucial. The Department of Psychology, founded in 1887 with James McKeen Cattell as its first professor, took an early lead in providing a setting conducive to advancing the application of psychology to human development.

Cattell, who had studied under Wundt in the first experimental laboratory in psychology, brought back to the United States an interest in the measurement of human capacities. Lightner Witmer, who also studied under Wundt, was interested in individual differences and their development; Witmer established the world's first Psychological Clinic in 1896, and served as the chairperson of Penn's department from 1891 to 1937. Edwin B. Twitmyer received his Ph.D. from Penn in 1902, remained to teach experimental psychology and research methodology, and served as chairperson from 1937 to 1943.

Enter the Moonlighter

It was the *zeitgeist* evolving from the influence of these early leaders in psychology that helped shape the career of Morris S. Viteles, who received his Ph.D. under Witmer and Twitmyer in 1921 at the age of 34. Viteles later published the landmark text *Industrial Psychology*, which not only established his role of "pioneer" in the field, but also helped to define and shape the field of industrial psychology (Viteles, 1932).

In a later autobiographical article, the self-professed academic moonlighter recalled these early influences (Viteles, 1974). Cattell stressed the need for applying knowledge about human variability and measures of human potential; Witmer espoused the potential of applied psychology, but also stressed the interdependence of pure science and practical applications; and Twitmyer inspired in the areas of teaching and laboratory research.

I mention these departmental influences on Viteles as an individual because, in a real, historical sense, Penn's graduate training in industrial psychology and Viteles' career as a professor at Penn (from 1921 until his retirement in 1968) were one and the same. This was in large part a reflection of the orientation of the department towards graduate training. Psychology at

Penn was a merger of pure and applied science, devoted to both the development of psychology as a scientific discipline and to its application towards individual and societal issues. In today's terminology, the goal was the preparation of the "Scientist/Practitioner."

The result of this orientation was that during the first half of the century, doctoral training at Penn was departmental in scope and not organized by program. Course requirements were broad, and one "majored" by affiliating with a given professor. Viteles was the only professor teaching courses in industrial psychology, and served as a major professor to those students who became increasingly identified with I/O as a possible career objective. Viteles was a true "mentor" in the traditional European university sense.

Forming relationships was facilitated by the fact that, at any time, there were only a few doctoral students majoring in I/O and they were usually full-time students with appointments as graduate assistants or instructors. Professor Viteles, as mentor, would involve his protégés in nearly all aspects of his work life, which included not only university teaching and research, but also serving as a consultant or managing director in business and government projects.

The Graduate Experience

My own experience was not atypical. I obtained an M.A. oriented towards vocational guidance as a part-time student (with an interest in becoming a school guidance counselor), while teaching social studies at a nearby secondary school. At Viteles's suggestion, I applied for an instructorship in the department, and, for eight years (1937 - 1945), I worked with and under him in a close relationship, being exposed to and involved in many of his varied academic and applied roles. This can best be described by quoting from a letter I wrote to him in 1946, after I had gone to Vanderbilt as an assistant professor to establish a university counseling and placement center. Viteles had asked me about my experiences during the Penn years, and I responded:

The important question, of course, concerns the *outcomes* of our relationship over the eight-year period from 1937 to 1945, i.e., did I receive adequate training, experience, opportunity for growth and increased responsibilities as I developed from an academic student at the master's level to a professional psychologist capable of independent action (let's assume the latter for purposes of discussion). The answer is "YES," based on the wide variety of experiences into which I was placed, ranging from the routine scoring of tests and preparing class demonstrations, through helping to organize course materials and teach them, to active participation in such things as counseling in the Vocational Guidance Clinic and in industrial and aviation research. There were times, of course, when what seemed like onerous demands

were being made, but I soon learned to console myself by remembering two things: (1) After it was all over, the experience would be worth it; and (2) you were working harder than I was.

As one advanced toward the doctorate at Penn, the course program became more tailor-made to one's individual interest and needs. Under Viteles, this took the form of the application of psychology to human development in the world of work, including both vocational counseling to facilitate individual career development and improvement in the work setting through improved methods of job analysis, selection, training, motivation, and management.

Early on, Viteles established the Vocational Guidance Clinic as part of Witmer's Psychological Clinic. Students working with him engaged in supervised vocational counseling with clinic clients. Viteles also involved his students in the many non-academic professional activities he was engaged in. For example, I worked summers in the Department of Personnel Research and Training at the Philadelphia Electric Company (where he was a director). I served as a research assistant on consulting projects with Yellow Cab and, during World War II, on the National Research Council Committees commissioned work on aviation psychology.

Penn's Legacy

It is somewhat difficult to describe Penn's I/O program in terms of the careers of its graduates. Some graduates were spread between vocational counseling or social psychology and industrial psychology: some started in clinical psychology and moved towards clinical applications in industrial and business settings. Most ended up in academic positions with research and consulting as part of their roles. In all cases however, they maintained Viteles' orientation of employing an experimental approach to the improvement of human behavior. Among those getting their doctorates at Penn during the decades of the 30's, 40's, and 50's were: Jay Otis, Kinsley Smith, Albert Thompson, Dora Capwell, William Wilkinson, Saul Leshner, Saul Gellerman, and Raymond Hedberg.

In 1958, the psychology department was reorganized. Robert Bush came in as chairperson, and greater emphasis was placed upon experimental, mathematical, and theoretical psychology. The clinical program continued, but with greater emphasis on theory and research than on practice. In 1963, Viteles accepted a challenging appointment as Dean of the Graduate School of Education at Penn. While Viteles was still active in industrial psychology, I/O as a doctoral major was phased out. The current graduate psychology brochure does not include I/O as one of the offered areas of research and scholarly activity.

Summary

In conclusion, the history of the doctoral program in I/O Psychology at the University of Pennsylvania can be summarized as follows:

1. Historically, it was one of the first programs, and it developed in a setting conducive to the application of psychology to human development and societal welfare.
2. It pioneered the implementation of the scientist/practitioner model.
3. As basically a one-man program under Morris S. Viteles, it exemplified the "mentor" approach, characterized by close interaction between student and professor, both on campus and in related field activities.

References

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Footnotes

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

² With the assistance of Morris S. Viteles.

PUBLICATION SCHEDULE FOR TIP

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

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Benjamin Schneider • Neal Schmitt

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The "Big Five" in Personnel Selection: New Insights or Old Wisdom?

Mark J. Schmit and Murray Weaver
Bowling Green State University

Judging by the number of presentations at recent conferences and the number of current journal publications related to the use of personality measures for personnel selection, it is obvious that this area of I/O is experiencing a renewed research focus. (One group of researchers cleverly noted that it was "back to the future" for personality testing.) It is also apparent from these sources that the "Big Five" trait theory of personality is finding favor among some of today's researchers pursuing applications of personality measurement in personnel selection (e.g., Barrick & Mount, 1991; Carson & Stewart, 1992). Other researchers, however, have shown that the Big Five may be adequate for descriptive purposes, but are of very limited use as predictive devices because the five constructs are at a level of specificity that is too broad for this purpose (e.g., Hough, in press; Saville, Nyfield, Sik, & Hackston, 1991).

The basis for the current Big Five theory came primarily from the factor-analytic work of Fiske (1949), Tupes and Christal (1961), and Norman (1963). An ever-growing body of research in personality psychology has been largely supportive of this empirical work (see Digman, 1990 for a review). In addition, several researchers have developed theories that explain why these five personality factors are displayed by humans. One set of theories are primarily evolutionary in nature (e.g., Buss, 1991; Hogan, 1983) in that they stress the importance of personality in the ultimate survival of the individual (e.g., mating advantages and social status). While some disagreement exists among personality researchers over both the exact factor elements and the appropriate names for the five factors (John, 1989), the five names most often used approximate the following: surgency/extroversion (I), agreeableness (II), conscientiousness (III), emotional stability/neuroticism (IV), and intellectance/openness to experience (V).

The ostensible robustness of the five factor model and the cogent nature of the current evolutionary theories led us to believe that evidence of the Big Five should have surfaced long ago not only in the personality psychology or personnel selection literature, but also directly or indirectly in other scientific and literary works. If this is the case, then useful evidence may be extracted from these sources that could help to settle the debate over the usefulness of the Big Five in personnel selection.

To examine this possibility, we retrieved our books of liberal arts education past in hopes of locating some reference to the Big Five. We started our search

at the beginning of recorded history, and to our amazement found reference to the Big Five in an obscure and unpublished dissertation of a 19th century British scholar on Greek mythology (Ymous, 1837). One chapter, that summarized an original ancient Greek source, was particularly revealing and selected portions are presented below. Note, however, that the accuracy of the translation cannot be verified as the original source is no longer available.

The universe was in a state of chaos, ruled as it was by the 12 Titans who were constantly attempting to wrestle power from each other. The gods from Mt. Olympus overthrew Kronos and the Titans, and Zeus, the god of the sky, became chief among them. Zeus wished to bring order and structure to Mt. Olympus, and so he carefully studied the disparity between the universe as it was and as he felt it should be. In his wisdom, Zeus realized that the gods must be organized to live together in complex social networks. At the present time there were just too many gods whose universal duties overlapped and resulted in disarray. Therefore, he reasoned, each primary god residing on Mt. Olympus should have unique attributes. On the other hand, all the minor gods should have unique characteristics, but they should also share common characteristics with other minor gods presiding under similar primary gods. [It is of interest that a scholiast provided a margin note to this sentence explaining that "unique" and "common" were translated through context, as he was unfamiliar with the literal translation for the Greek words "orthogonios" and "correlations."] Thus, Zeus ingested a multitude of lesser gods, each of whom embodied a characteristic he felt to be useful, and like thoughts there sprang from his forehead a fewer number of great gods. [Again, a scholiast provided a margin note here stating that this ritual, although rarely practiced because of the great effort and time involved, was well known among the gods and was referred to as factors analyein.]

In total, five great gods sprang from Zeus' forehead, and he called them the Gargantos Pente. He pondered his creations. Four of these gods - Athena, Apollo, Hephaestus, and Hermes - pleased Zeus greatly. But Zeus was unsure of Surgencios, the fifth god. Striking Surgencios with a thunderbolt, he split him into two separate gods - Ares and Aphrodite.

Athene was the goddess of wisdom and experiences (opentein experientos), and had great curiosity, foresight and counselor abilities. She was a creator of useful goods, and she taught others to create. Apollo was the god of medicine, prophecy, light and youth. Thus, Zeus created Apollo as a stable (emotion stabilitos) god. Hephaestus was the god of hard work (conscientios). He was

dependable and responsible in his painstaking approach to his blacksmith tasks. Hermes was a very likeable (agreeableness) god, messenger of the gods, god of luck and wealth, and helper of mortals. A playful prankster, he even managed to win favor with the disagreeable Hera, the jealous wife of Zeus. Ares and Aphrodite, having both sprung from Surgencios, were assertive gods. Ares was the ambitious god of war, while Aphrodite was the aggressive god of social relationships. [A scholia noted here that Ares and Aphrodite were later to become lovers, indicating that the two strived throughout their existence to become the one of their genesis.] Zeus was pleased with the creation of these greater gods who immediately brought order to the lesser gods of heaven.

The Gargantos Pente soon found favorites among the mortals who lived below Mt. Olympus and blessed them with their gifts. These chosen ones, having been touched with the greatness of gods, immediately exhibited the characteristics of their individual patron and quickly gained prominence among men. Soon other mortals, wishing to curry favor, built temples to the new gods and also began to imitate them. Although many favored a particular great god, each mortal soon exhibited all the godly attributes of the Gargantos Pente to greater or lesser degrees. Zeus looked down upon the world and was pleased. Order and structure were now manifest on both heaven and earth.

But soon the mortals also became aware of the new-found order around them. Although confused about the source of this order, in many gatherings of men it was pondered and discussed. Scholars and philosophers emerged to explain the workings of the gods and the ways of man. The minor gods that once had been worshipped were no longer deemed important; the Gargantos Pente became the center of attention and adoration. Leaders of armies, governments, and businesses quickly sought the counsel of the sages to help choose men to insure order and success in their endeavors. Some scholars, the meta-analysts, urged choosing men who favored a particular great god, others supported those who followed several great gods. But despite occasional success, organizations went largely unchanged and many of the tenders of wealth were not pleased. In time, leaders began to turn against those who claimed to understand and who offered solutions to the problems of organizations.

Yet the scholars and philosophers remained convinced that their teachings were based upon truth. The order among mortals was self-evident: casual observers could identify the godly attributes of others, and leaders could identify the kind of

followers they wanted. Why then couldn't the scholars and philosophers develop self-report measures of individuals' reflections of the godly attributes that would successfully predict their future behaviors in organizations? The search for understanding continued. Zeus, looking down from Mt. Olympus, chuckled at the feeble-mindedness of mortals; for the mortals, in their hasty attempts to understand and mimic the ways of the Gargantos Pente within their organizations, had forgotten the original, now minor gods, that they had once worshipped. [The scholiast provided a note here that these minor gods were collectively known as the Facetos following the birth of the Gargantos Pente.] Blinded by their penchant for simple understanding and prediction, the mortals remained ignorant to the greater truths of Zeus.

But then Zeus found among the mortals a maiden named Io, who he loved dearly, and upon whom he showered favors and gifts. Among the greatest gifts Zeus gave to Io was the knowledge of the heavens. He asked the princess Psyche to share with Io all she had gained from his gift to her of immortality. From Psyche, Io learned the secrets of the heavens, and with this knowledge came understanding. She learned that the number of gods precluded the average mortal's knowledge of their influence. There were gods of attributes, gods of things, gods of activities or roles, gods of places and gods of situations. There were lesser gods and there were greater gods. It was no small wonder, Io reasoned, that others had been unable to comprehend the driving forces of the gods on humankind, a confusion that led to the blind acceptance of the Gargantos Pente as the ultimate truth. With the secrets of heaven in her possession, Io knew she could identify the fundamental influences of the gods that could be used by humans to predict behavior. Thus, Io began to spread her new found wisdom to her brothers and sisters. Soon they had many followers and the leaders of armies, governments, and businesses flocked to Io and her followers to benefit from their wisdom. [Here the summary ends.]

Mere coincidence? We think not. But if ancient Greek writers were aware of the Big Five and the perils they held for mortals, why is there such enthusiasm at present for their recent "discovery?" Without more of the story available it is impossible to tell with certainty. It could be that history repeats itself, and we are destined to discover, make faddish, abandon, and then rediscover certain phenomena. It could be that over the years the secrets of heaven that Io learned were forgotten, distorted, or reasoned away with feeble mortal logic. It could be that the scholars never recognized the importance of

another gift of the gods, jobos analyzein, when it came to personality and personnel selection. Or it simply could be that Zeus decided to postpone the creation of Univacos, the god of computerized truths, until the mortals learned that their new found machines could never replace the heavenly truths passed down by Psyche; if only they would look to her again!!

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IOTAS

Kurt Kraiger

University of Colorado at Denver

Summer is gone and with it, I hope, are the discount air fares. For those of us who did much traveling this summer, the fare wars created colossal obstacles in getting from here to there. Not only were all airports overflowing, they were packed with people *who had never flown before*. Simply negotiating the security checks became an adventure, not to mention waiting for a seat assignment while standing at the counter behind a couple demanding a refund because their plane arrived 10 minutes late. I suppose I should be more sympathetic; not everyone is a veteran traveler like the typical I/O psychologist: Keenly aware of flight times and departure gates, ever vigilant, and dedicated to safe and efficient air travel. **NOT!!** Apparently, one of our

own was flying from Washington D.C. to his home near a large, Midwestern university in, er, East Lansing. He had a brief stopover in Pittsburgh. Being efficient, but not vigilant, he started on some busy-work, then got up and followed the nearby passengers through the gate and onto the plane. As the jet taxied down the runway, he was shocked to hear the flight attendant asking who was ticketed to Lansing, as that plane was headed to Champaign! Well, seen one Big Ten town, seen 'em all.

Group Behavior

The Personnel Testing Council of Metropolitan Washington has elected its 1992-1993 officers. Appearing on the roll are SIOP members **Nancy Robinson** (President), **Norm Peterson** (Vice-President), and **Deidre Knapp** (Recorder). **Ann Wiggins Noe** and **Ray Noe** have been intricately involved in efforts to launch a local interest group, ABSORB, in the Minneapolis-St. Paul area. The acronym reflects the breadth of member interests (Applied Behavioral Sciences Organizational woRk Behavior).

Round About

After a nine-year career with AT&T, **Nat Salvemini** has joined Assessment Alternatives, Inc., a consulting firm specializing in human resources management and development. Nat will be focusing on areas of assessment, training, and organizational development. Society member **Robert A. Gregory** has been named director of the San Diego Branch at the Center for Creative Leadership, and will be responsible for all training and education activities performed in the branch. **Don Mankin** of the RAND Corporation has moved back to the City of Angels to write a book on teams, information systems, and organizational change, along with **Susan Cohen** of The Center for Effective Organizations at USC and **Tora K. Bikson** of RAND. **Paul Thayer** has stepped aside as Department Chair at North Carolina State, and will be spending the fall at Armstrong Laboratories at Brooks AFB, conducting research on climate for transfer of training with **Mark Teachout**.

And finally...

Jim Sharf reported that after six and one-half days on the ocean in June, he finished second (on corrected time) in the fleet of 53 boats competing in the Annapolis-Bermuda Race. And, **Paul Thayer** reports that contrary to the notation in Table 1 of his April TIP article on past Division 14 presidents, **Cal Shartle** is alive and doing well.

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. I look forward to speaking with you and hope you find something of interest in the features this month.

Electronic Assessment: Partners Wanted

Jim Thomas and Joe Sefcik (Wilson Learning) contacted *Practice Network* to share information on a recently developed video-based assessment instrument. Wilson Learning is looking to develop research partnerships utilizing this instrument.

Wilson Learning's video assessment experience began in 1984. Since that time, Jim has been involved in about 20 criterion-related validity studies of video (or electronic) assessment devices. In internal studies, correlations with job performance generally run in the .30's to low .50's, but there is very little refereed literature out there related to the topic of electronic assessment (excepting, Jim notes, Motowidlo, Dunnette and Carter's fairly recent article on low fidelity assessments.¹)

The newest electronic assessment program Wilson Learning has developed is geared to the basic skills of the college-educated professional. (The assessed dimensions compare favorably to the SCANS dimensions at a more advanced level.) Four job groups are targeted: (1) Engineering and Technical, (2) Sales and Marketing, (3) Supervisory and (4) Business Professional. Joe stressed that through job analysis it was discovered that since they "were focusing on applied skills, interpersonal skills and the softer skills, the job dimensions were consistent without regard to technical background."

The underlying 'soft skill' dimensions are grouped as follows:

1. **Interpersonal Effectiveness** (Communication Skills, Team Effectiveness and Interpersonal Influence).
2. **Applied Problem Solving** (Creative Thinking, Critical Thinking and Problem Solving).
3. **Interpersonal Accountability** (Self Management and Initiative).

Critical incident interviews conducted during the job analysis comprise the basis for the video scenarios. The test itself is made up of 35 items, runs about

one hour and has different items using each of the four major job groups. Feedback includes percentile scores in each dimension and an overall score, based on a current norm of 500 employed professionals.

Their first concurrent validation study using this instrument with a group of approximately 150 engineering professionals found correlations to job performance in the low .30s to high .40s.

Jim and Joe would be interested in speaking with anyone with ideas for research studies using video-based assessment programs. They are particularly interested in validation research and studies to gauge the affective responses of test takers to the feedback received from video programs as compared to other testing formats. The ideal partner would be an I/O professor with links to a college placement office and contacts with the business community. Other research-oriented psychologists who want to study electronic assessment, but who don't have the resources to develop the predictive stimulus, might want to talk with them, too. Interested? Contact Joe Sefcik or Jim Thomas at (407) 788-8300.

Assessing Writing Skills

Practice Network enjoyed talking with Cal Hoffman (Southern California Gas Company) about the experience he has had assessing written communication skills. He is kind enough to share some of his "bootstrapped" education in this area with the readers of *TIP*.

Cal headed into this area via a job analysis of a unionized sales position. Lamenting the lack of research in the I/O literature, he recommends one reference from a 1986 book edited by Ron Berk for those more interested in writing assessment.²

There are two basic approaches to the assessment of this domain—holistic or analytic. A holistic rating is a single, global evaluation of an entire sample. Cal utilizes the analytic method because it is more detailed and dimension-oriented than a holistic or global method. He has found that the analytic method yields high interrater reliability.

Cal has utilized BARs to anchor a four-point rating scale for each of the dimensions he used in the sales position writing assessment, such as Organization and Clarity, Introduction of Self and Product of Client, Requesting a Meeting and Follow-up, Spelling and Punctuation and Grammar. Factor analysis showed the dimensions clustered into three relatively independent factors: (1) Writing Mechanics, (2) Written Content, and (3) Following Exercise Directions. This is the first selection device the union ever agreed to use which, Cal believes, is due in part to the detailed feedback he and his staff are able to give candidates.

Cal related an interesting rater training story. He developed three target numerical profiles, then wrote sample letters reflecting the anchor scale points.

During training, raters evaluated the sample letters. The goal was for raters to produce ratings similar to the "intended profile." One rater in particular was able to correlate a perfect "1.0" with the intended profile score on the three sample letters. But, this same rater had a very difficult time making rating decisions when faced with real letters. Cal reasoned that the training samples fit the rating scale *too* well and lacked the amount of ambiguity of 'real world' letters. Since that time Cal has used actual candidate letters during rater training.

Cal Hoffman has some advice for practitioners considering the assessment of writing skills: (1) Use a multidimensional or analytic approach instead of a holistic method; (2) define the dimensions well, and try to anchor each point of the rating scale; (3) use a small number of raters who are well-trained and use inter-rater reliability as part of your rater selection criteria; and (4) make sure the writing exercise is geared to the complexity and content of the target position.

Your Customer As Yourself

The Dallas/Fort Worth Organizational Psychology Group decided it was time to assess "who we are" after being in existence for eight or more years. **Stefanie Spera** (Drake Beam Morin, Inc., D/FWOPG President, told *Practice Network* that the growth of this previously informal network of I/O professionals made it clear the D/FWOPG needed to step back and re-examine its membership.

Survey results of the 80 members (with a 70% response rate) include a 60/40 Ph.D./Masters split with 50% of the degrees in I/O Psychology. The membership exhibits a broad age range and, occupationally, are comprised of 60% external consultants, 25% internal consultants and 15% academicians (the group does not have student members). Just over half of the external consultants have a major client in the health services industry—is this regional or due to growth in this business sector? Not surprisingly, the overwhelming area of expertise is in assessment and the primary reason to join this OPG is for networking.

A rank ordering of topics members would like to see presented at D/FWOPG's quarterly meetings leans somewhat towards organizational issues: Change Management, Self-Managed Work Teams, Culture Change, Leadership, HR Planning and Executive Development.

To talk to someone in the D/FWOPG see the following section in "Associations of Applied Psychologists."

Associations of Applied Psychologists

Julie Rheinstein (U.S. Office Of Personnel Management) who serves on SIOP's External Affairs Committee and *Practice Network* let our fingers do the walking to compile THE most complete list of I-O associations known to humankind. This is a clip-n-save for sure!

ABSORB. A newly formed applied behavioral science group in the Minneapolis/St. Paul area. Ann Wiggins Noe (Noe & Associates), (612) 423-2781.

Atlanta Society of I/O Psychology. Patrick Devine (Kennesaw College). Work (404) 423-6231; Home (404) 992-0535.

Central Florida I/O Interest Group. An I/O interest group with about 75 members. The groups covers the Tampa Bay/Orlando area. Ed Levine (University of South Florida), (813) 974-2492.

Colorado/Wyoming Association of I/O Psychology (CO-WYO I/O). Meeting three to four times a year to discuss a wide range of I/O topics. David Robinson (Worker Rehabilitation Associates), (303) 581-9778.

Connecticut Applied Psychology Association (CAPA). Monthly meetings to discuss I/O psychology and related topics. Todd Silverhart (LIMRA International), (203) 674-4355.

Cooperative Organization for the Development of Employee Selection Procedures (CODESP). A consortium of classified personnel departments in California public school districts. Three meetings, two training sessions and a newsletter each year. Jan Klein, (714) 874-8203.

Dallas/Fort Worth Organizational Psychology Group (D/FWOPG). Quarterly meetings on a range of I/O topics. Lois Tamir, (214) 401-3190.

Gateway I/O Psychologists (GIOP). Bimonthly meetings and a newsletter. GIOP wants to publicize your vacant I/O position(s)! Darrell Hartke at (314) 862-3805, or Carl Greenberg at (314) 331-9767.

Greater Chicago Association of Industrial/Organizational Psychologists (GCAIOP). Robert (Uri) Heller, (312) 245-9452.

Houston Association of I/O Psychologists (HAIOP). Meet monthly between September and May and have a newsletter. Bonnie Sandman (Smith, Sandman and McCreery), (713) 952-5665.

Metropolitan New York Association for Applied Psychology (METRO). Monthly meetings, a newsletter and the most often plagiarized job referral service. Joel Moses, (908) 738-0327.

Mid-Atlantic Personnel Assessment Consortium, Inc. (MAPAC). An association of mid-Atlantic public and third sector agencies interested in assessment. Quarterly conferences and a newsletter. Rich Tonowski, (202) 268-3952.

Minnesota Assessment Council/Public Sector Selection Specialist. An informal I/O group meeting quarterly. Steve Nutting (City of Minneapolis Personnel), (612) 673-3124.

Northwest Conversations. An informal association of assessment professionals in the Pacific Northwest. Annual two-day conference. Grant Gilfeather, (602) 223-2290.

Personnel Testing Council of Arizona (PTC/A). Quarterly meetings, annual conference and a newsletter. Terry McKinney (City of Phoenix), (602) 261-8861.

Personnel Testing Council of Central and Western New York. Bi-monthly meetings. Nancy Abrams, (716) 425-4273.

Personnel Testing Council of Metropolitan Washington (PTC/MW). Monthly meetings, semi-annual conferences and a newsletter. Suellen Hubbard, (301) 951-2757.

Personnel Testing Council/Northern California (PTC/NC). Monthly meetings, conferences and a newsletter. Letty Juarez, (415) 877-8522.

Personnel Testing Council/San Diego. Monthly luncheon meetings and a newsletter. Mary Thigpen, (619) 691-5096.

Personnel Testing Council/Southern California (PTC/SC). Monthly meetings, newsletter and bi-yearly conferences. T. R. Lin, (213) 765-3376.

Personnel Testing Council of Southern Florida. Monthly meetings. Lindsay Craig, (407) 355-2112 or Barbara Parrish, (407) 355-2864.

Western Regional Item Bank (WRIB). A consortium of public sector agencies sharing a written test item databank. Annual meetings. Mabel Miramon, (714) 387-5589.

Western Regional Intergovernmental Personnel Assessment Council (WRIPAC). A consortium of public sector agencies in California, New Mexico and Arizona with an interest in assessment. Newsletter. Jan Klein (714) 847-8203.

Who have we missed? Reach SIOP's External Affairs Committee by contacting **Julie Rheinstein** at (202) 606-0388, or **Ed Levine** at (813) 974-2492.

Shortened Test Length Lower Reliability

Assuming the content of an assessment procedure (a written or performance test) has been determined, a *critical* step is to select a method for scoring responses to the questions or tasks included in the test.³ An inadequate scoring method can reduce reliability and validity, while a good scoring method can increase reliability and validity. It is a rare trick to both shorten test length and keep test reliability high. However, recent research has shown that a new way to score is available that can do precisely that.

Brad Simpson (Analytic Systems) has merged old and new, revised and extended existing scoring methodologies, and has come up with a procedure he calls "polyweighting." Polyweighting allows a test developer to either (1) shorten test length by 10-40% while maintaining the longer test's reliability, or (2) keep the original test length and increase reliability.

Polyweighting has its ancestral roots in a procedure described in the 1930's by Paul Horst. Horst referred to the procedure as "reciprocal averages scaling." This procedure was given a formal mathematical foundation by Guttman in the early 1940's, was called "optimal scaling" by Bock in 1960 and labeled "dual scaling" by Nishisato in 1980.

While working at ETS with F.M. Lord, Brad studied various item response theory (IRT) models. Brad found that easy test items are fit well by simple 1- or 2- parameter IRT models, more difficult items are fit well by a 3-parameter model, but that many difficult test items with plausible alternative response need models with four or five parameters per item category. All IRT models require the test developer to make assumptions about the dimensionality of the data s/he examines. However, Brad's IRT research has reached a similar conclusion: "Dimensionality is not a property of (test) items but rather of the response to items under a specified set of conditions. There is growing evidence that unidimensionality is rare indeed even in tests that are meant to be unidimensional."⁴

After moving to Navy Research and Development Center in San Diego, Brad decided that a key feature of a "robust" item-analysis procedure should be to avoid any assumptions about the dimensionality of the items calibrated. The procedure described by Horst and Guttman makes no dimensionality assumptions and also maximizes coefficient alpha for the set of items calibrated, but has three big drawbacks: (1) the context in which an item was embedded (the test's *other* items) affects the scoring weights assigned to an item, (2) the procedure sometimes assigns higher weights to wrong answers than to right answers, and (3) it requires *all* examinees in the calibration sample to respond to *all* the questions being calibrated.

An important component of Simpson's polyweighting calibration procedures is to convert examinee raw scores to percentile-rank scores, thus converting examinee "ability estimates" to a common scale. Given the assumption that the calibration-sample examinees are randomly assigned to groups taking various mixes of test items, utilizing percentile-rank scores makes the scoring weights assigned to a test item transferable to any assessment procedure in which the item is included. Polyweighting also restricts wrong-answer scoring weights to be less than right answer weights and, like IRT methods, allows you to analyze data in which different people have been administered different items.

Polyweighting gives the examinee more credit for correct answers to difficult questions and less for correct answers to easy questions. Additionally,

polyweighting provides varying amounts of credit for different wrong answers. The procedure achieves this by computing each response's scoring weight as a function of the mean percentile-rank score among all examinees choosing that response.

Previous research has shown that polyweighting can increase both the internal-consistency and alternate-form reliabilities of an assessment procedure. A recent study of the use of polyweighting was discussed at the August APA meeting in Washington, D.C. **Mark Blankenship, Steve Cesare, and Brad Sympson** presented results of an application of polyweighting to a 106-item selection test for welfare eligibility workers. The test was shortened to 60 items without sacrificing test reliability or reducing criterion-related validity. Generally speaking, polyweighting allows reductions in test length in the 10-40% range, depending on the content area and the spread of item difficulties in the test.

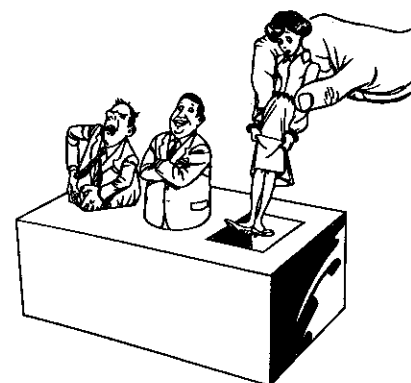
Brad looks forward to sharing his experience with this new item-analysis procedure with you. He has a computer program, POLY, which he will share with you if he feels the procedure is appropriate for your item-analysis needs. Call him at (714) 837-4647.

Just Do It!

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. Prodigy® address VT CJ69A.

Endnotes

1. Motowidlo, S., Dunnette, M., & Carter, G. (1990). An alternative selection procedure: The low fidelity simulation. *Journal of Applied Psychology*, 75, [6], 640-647.
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Research Support Column: Some Guidelines (and Farewell!!)

Eduardo Salas

Kerry A. Burgess

Naval Training Systems Center

As the title indicates, this will be our last column pertaining to research funding possibilities. If you caught our last column (Salas & Burgess, 1992), it should not come as an overwhelming surprise that the apparent lack of interest in this topic has caused us to re-evaluate this forum. (In other words, this is it, folks!) Although the lack of interest is somewhat of an astonishment to us, we have decided to take an optimistic view in believing that everyone really is having no problem in receiving funding! Okay, so we're not that naive, only optimistic.

As this is our last column on research support (we will come back in a different form), we have decided to emphasize more of the process involved in *obtaining* funding, rather than detailing specific funding opportunities. That is, we would like to offer some guidelines that, in our experience of seeking, obtaining, and providing research support, seem to work.

The following guidelines are offered as a point-of-departure; as a way to help you answer questions such as: "How would I go about obtaining support for my research?", "what strategies do I need to employ?", "what general issues do I need to worry about?", and "how do I maintain the support?" Some of you may not agree with certain guidelines; however, the issue is not to debate them, but for each one, to decide whether or not one needs to do something about them. Also, we present these at the risk of seeming painfully obvious. However, the key is how to *implement* the guidelines—how you will execute them. We all have (or have not) been rewarded by implementing some aspect of these guidelines. We have all developed models of what works and hopefully we have captured them here.

Guideline 1: Research support is a business. You need to be entrepreneurial. This doesn't mean that the scientific aspects of the research are not important. But, in our opinion, you cannot forget that there is a customer; that there is a user; that there needs to be a product or a deliverable; that there are expenditures and accountabilities of dollars, etc.

Guideline 2: Don't ignore the "politics" of funding. Keep up with it as much as you can. Learn what the "hot" topics are, who might sponsor them, and why. Learn something about the sponsoring agency and who makes decisions.

Guideline 3: Be responsive to your sponsor. Answer the mail. Take interest in his/her needs. This varies with the type of sponsorship you get (e.g., grant vs. contract vs. services) but always be interested and responsive.

Guideline 4: Always be ready with ideas, concept papers, and short proposals. Also, have different ideas about the research of interest. That is, think of it from several angles. This way, if the original angle doesn't fit or work, there are other directions that the research can take. This is more an art than a science.

Guideline 5: Find ways/vehicles that sponsors can get funding to you quickly. Sometimes the most difficult aspect of research funding is the transfer of dollars. Learn a little bit about contracting.

Guideline 6: Produce, produce, produce! Nothing beats productivity!

Guideline 7: Develop credible products (e.g. publications, reports); develop a reputation.

Guideline 8: In times of chaos and downsizing, sometimes the first one with a plan wins. This makes the fourth guideline more important. Sometimes there are opportunities that require responses, so if you have something ready, you will be ahead.

Guideline 9: Be sure that the area of research is something that you are genuinely interested in. Don't short-change yourself or the customer, because if you are not having fun doing the work, it can be painful!

A thought for graduate students: As you probably know, it is sometimes difficult to know what opportunities for research support are available. This, coupled with the workload of school, can make obtaining research support seem virtually impossible. Finding a mentor, however, can alleviate this dilemma. A mentor can assist in guiding you to what opportunities and choices are available. Be sure, however that this individual is someone with similar interests.

In closing, don't forget, this is just our opinion and it does not reflect the official position of the organization with which we are affiliated.

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Faculty Positions in Industrial/Organizational Psychology and Decision Science

The Graduate School of Arts and Sciences invites applications for two full-time, tenure-track academic positions. Both are joint appointments in the Administrative Sciences Program and the Department of Psychology, with tenure granted in the latter. Academic rank and salary are commensurate with qualifications and experience. Responsibilities will include: teaching of graduate courses in the Administrative Sciences Program; research; directing or reading Ph.D. psychology dissertations; advising students; and participating in academic activities of both faculties. Activities will primarily be in Administrative Sciences; however, there may be opportunities to teach special topic courses in psychology.

One position is in industrial/organizational psychology (I/O) at the rank of Associate Professor or Professor. Candidates should have a Ph.D. in I/O and continuing involvement in a research program, including publications. The quality of research is more important than the particular research area. Demonstrated excellence in university teaching and in managing or consulting for organizations is highly desirable.

The second position is in decision science at the rank of Assistant/Associate Professor. Candidates should have a doctorate in psychology, information sciences, or a closely related field, and strong preparation in the decision science area. Highly desirable are: a record of research and publications; experience in university teaching and administration; expertise in artificial intelligence, expert systems, and decision support systems; and experience in the development and use of a variety of management information systems.

Positions will begin in September 1993, or sooner if mutually convenient. Review of applications will commence on November 15, 1992 and continue until the positions are filled. Send letter of application, a complete vita, selected reprints and three letters of reference to:

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Editor's Note

Kurt Kraiger

One of my goals for **TIP** is to make SIOP and our field more accessible, and *more personal*, to **TIP** readers. I envision this happening in at least two ways. The first is to continue to feature articles on the history of our field. **Albert Thompson's** portrayal of Viteles' contributions to the University of Pennsylvania is another in a series of early I/O graduate programs produced by the SIOP Task Force on History and the Centennial, under the coordination of **Ed Levine**. The second approach is to feature the personalities who have shaped, and continue to shape, our field. In these, I hope that you learn something not only of the contributions of these subjects, but the forces and events which serve as exogenous determinants in their careers. **Bob Most** will carry on a tradition started by **Craig Russell**, and will be profiling classic figures in our field. His first installment is on **E. K. Strong**. **Karen May** will focus on current leaders of the field. Unfortunately, for this issue, she couldn't find any leaders available, and had to settle on **Mike Campion**. Just kidding, Mike!

I welcome your reactions to these features. Also, if you have suggestions on persons to profile, please send their names to Bob, Karen, or myself.

Edward K. Strong: A Thoroughly Applied Psychologist

Robert Most
Consulting Psychologists Press

Edward K. Strong (1884-1963) was an I/O psychologist whose pragmatic and empirical approach to his craft has improved the working lives of countless people. Strong's legacy lives on in the *Strong Interest Inventory* (SII) which, after 65 years, is still the most widely used and respected vocational interest inventory in the world. Strong's influence is evident in the over 30 million people who have taken his instrument today. Strong continues to affect career counseling practice and our understanding of occupations.

It has been 50 years since Strong wrote his classic work *Vocational Interests of Men and Women* (1943). In this volume (still available from Stanford University Press), he discussed many psychometric issues relevant today and did statistical work such as factor analysis, occupational space mapping, correlation matrices, sample size analysis, and occupational discrimination that we don't often see in current manuals (despite our plethora of computers).

For this article I interviewed his daughter, Margaret Harrell and his son-in-law, Tom Harrell, who was his successor at the Stanford Business School as well as a colleague who worked on the SII with him, John D. Black, who started the counseling center at Stanford. What is most striking about Strong is his pragmatism and continuous improvement of his instrument.

Strong came from a long line of pastors; his father, grandfather, and great grandfather were all pastors. While he was waiting to hear whether he was accepted by Columbia to study with James McKeen Cattell, his father had arranged an alternative (which he dreaded) of being a missionary in China. Fortunately, Columbia came through for him. Strong's undergraduate work at U.C.-Berkeley in biology was marred by the 1906 earthquake so he did not officially graduate from college. He went on to work for the U.S. Forest Service, building bridges in the Sierras, and then he got a Masters from Berkeley in psychology.

At Columbia, Strong befriended H. L. Hollingworth and started his applied orientation by doing his dissertation on advertising. After Columbia he went to work with an advertising firm until he joined the faculty at George Peabody College in 1914. At Peabody he wrote a book for teachers, *Introductory Psychology for Teachers* (1919). During World War I he served with the famous Army Committee on Classification of Personnel where he worked on the Army Alpha and Beta tests and trained officers in the use of a variety of psychological tests. He also developed his interest in occupational classification.

After the war, Strong went with a group of applied psychologists to Carnegie Institute of Technology. While at Carnegie he was also Professor in the Carnegie School of Life Insurance Salesmanship. He spent three summers teaching salesmen how to sell life insurance. It was through this experience that he wrote the book *The Psychology of Selling Life Insurance* (1922). Some of his knowledge about applied psychology and learning about the customer are contained in a quote from his book *Psychological Aspects of Business* (1938).

...the primary duty of the seller is to make every effort to see the situation from the buyer's point of view, to put himself in the buyer's place, and then to present his own proposition in terms of what the buyer wants.

When...the seller appreciates the buyer's situation, he presents his proposition as a solution to some want, or wants, of the buyer. Because the seller has discovered what that want is, he can lead the buyer step by step to see how it may be satisfied.

...when the salesman presents his proposition in his own way, he is contending against the prospect's maximum resistance; whereas, when

he discusses some problem of the prospect and how it may be solved, he is selling along the line of least resistance. (p. 8)

In 1923, Strong moved to Stanford when Carnegie folded its business school. He started out in Psychology but moved to the Business School when Stanford started it in 1925. During this period he published two applied books, *Job Analysis and the Curriculum* (1923) and *The Psychology of Selling and Advertising* (1925).

Strong did not invent the interest blank method, he credits J. B. Minor, C. S. Yoakum, and Max Freyd as pioneers. They developed the 200 interest items at Carnegie Institute of Technology. Strong first saw the successful use of an interest blank in predicting occupational membership in the dissertation of Karl Crowder, a student of his at Stanford.

The assumption behind the use of interest items is that "Occupational-interest scores are customarily determined by contrasting the interests of the men in that occupation with a men-in-general group. The underlying philosophy of this procedure is that interests which are common to all are of little economic significance...Consequently the interests which are significant for men in a given occupation are the interests which set that occupation apart from the general run of men." (Strong, 1943, p. 45). Also on this page is another crystallization, "Vocational guidance has often been expressed as involving three steps: first, determination of job requirements; second, determination of the man's qualifications, and third, estimation of whether or not the man's qualifications fit the job requirements. The occupational score on an interest test accomplishes these three steps automatically. The scale itself expresses how the occupation differs from men-in-general. The man's score on the scale expresses how well his interests agree with the differential interests of the occupation."

Once Strong started the development of the Vocational Interest Blank, he worked continuously to improve it. He saw it as a way to help people by channeling them early into fields that they would enjoy. There seemed to be an element of intellectual fascination that interest items could do this as well as they did; so he was always looking at the methodology and doing statistical analysis of the data. His daughter, Margaret said that he worked on those analyses most every night. John Black said that Strong's preoccupation was the Blank and the challenge of proving that he was right about the utility of measuring interests.

Strong remained involved with his customers. In the late '20's and early '30's he wrote an interpretive report to every individual whose Blank was scored. With the development of the two-page report sheet, it was assumed that counselors would be able to interpret the results themselves for their students, but he would answer any questions asked of him.

The revenue from scoring supported some and, by 1938, most of the research. Scoring was first done by hand, each scale scored and totaled by a

Veeder counter. Then the Research Office in the Psychology Department entered the mid-thirties with the first IBM equipment at Stanford with a key punch and Hollerith tabulator. To give you an idea of the tedium of the scoring, Strong wrote "When a Blank is scored, cards are taken from the file corresponding to the circlings [responses] on the Blank; cards can be 'pulled' for approximately five blanks an hour." (in Campbell 1971, p. 356).

I believe that one reason the SII remains so popular today is that Strong had a clear sense of his customer's needs what with his advertising background and his constant communication with the counselors who used the Blank. He also was a pragmatist who constantly questioned the methodology. The many analyses and statistical questions that are dealt with in the 1943 book are truly impressive.

Today's industrial/organizational psychologists can appreciate Strong's statement at his presidential address to the Western Psychological Association in 1933. He pondered the schism between basic and applied science:

It has been my observation that when students read Hull's statement that 30 percent efficiency is about the upper limit to aptitude testing, they tend to throw up their hands and say, "What's the use?" Is this a fair and appropriate reaction?

Pure and applied scientists approach a question of this sort from two different points of view. The former seeks perfection; he longs for correlations of unity. Moreover, to a very large degree, he selects the problems he would solve, and he very nimbly dodges those that do not look promising. The applied scientist, on the other hand, must attempt the solution of problems which are thrust upon him, and moreover, he must solve them some way or other and usually within a short period of time (in Campbell, 1971, p.357-358).

Strong was a remarkable applied psychologist whose work lives on and increases in its use year by year. Perhaps this is because of his understanding of his customers' needs, his empirical orientation, and his constant improvement and fascination with his life work, the Strong Vocational Interest Blank.

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TIP PROFILES: Mike Campion

Karen E. May

University of California—Berkeley

In a letter of reference in 1975, an undergraduate professor wrote that what Mike Campion "lacked in raw cognitive power, he made up for with wide-eyed enthusiasm." Anyone who has met Mike has experienced that enthusiasm—that rather contagious love of I/O psychology and real interest in the people around him. But in the last 17 years, Mike has demonstrated that he has more than enthusiasm going for him. Mike has contributed to the field of I/O psychology through his research on job design, interviewing, and turnover, as an active participant and leader in SIOP and APA, and as editor of *Personnel Psychology*.

Had he been more successful in his endeavors as a pre-med student at the University of Minnesota, Mike's interest in psychology and business might have never developed. When he was an undergraduate in 1971, Mike saw his career options as limited to medicine or law. Having no desire to practice law, Mike joined the ranks of the pre-med students. However, he found that with large chemistry classes, little academic guidance, and poor study habits, he was only an average student. Luckily, those large classes and poor study habits led Mike right out of the crowded medical school track and into I/O psychology.

After his brief stint as a pre-med student, Mike focused his academic energies on psychology and business. He credits John Campbell's exceptional teaching ability with getting him interested in the field of I/O psychology. Mike took three classes from Campbell, and recalls that he was so mesmerized by the lectures that he tape-recorded them from his front-row seat, and transcribed them at night.

In 1975 he began graduate school in the I/O program at the University of Akron. After two years at Akron, it was "suggested" that he take his Master's degree and try his luck in industry. Ironically, his departure from academics to a job at Weyerhaeuser as a Human Resource Analyst marked the beginning of his career in research. Establishing a pattern that has marked his career, Mike found opportunities to conduct research in the world he was assigned. He began to write articles, enjoying the challenge of conducting research and then writing it up for publication. This early work focused on both interviewing (e.g., Latham, Saari, Pursell, & Campion, 1981) and promotion (Campion, Lord, & Pursell, 1981). Mike also published his Master's thesis on goal-setting (Campion & Lord, 1982) and he credits Bob Lord with teaching him how to do research. During his time at Weyerhaeuser, he quickly developed a passion for research and devoted his evenings and weekends to writing.

Research became so important to Mike that he decided to return to school to complete his Ph.D. In 1980, he enrolled in the I/O program at North Carolina State University. By this time, he knew how to succeed in school, and studied constantly, finished his degree in two years while continuing to work part-time at Weyerhaeuser. While at NCSU, Mike minored in human factors and industrial engineering, developing a sub-specialty that would influence his choice of research topics. Mike's dissertation reflects his interdisciplinary perspective; in it, he evaluated the ability of multiple approaches to job design to predict behavioral, physiological, and psychological outcomes. Through an extensive field study, he demonstrated that in their approaches to job design, I/O psychology, human factors, industrial engineering, and ergonomics are all oriented toward different sets of outcomes (Campion & Thayer, 1985). His other work during this time also reflects his interdisciplinary perspective. For example, his work on physically demanding jobs (for example see Campion, 1983) reflected his expertise in both I/O psychology and human factors.

In 1983, Mike accepted a Personnel Research Specialist position at IBM. His time at IBM was characterized by both corporate success and a continued interest in conducting research. He published articles on turnover (Campion & Mitchell, 1986) and training (Campion & Campion, 1987), still finding research opportunities in his work. After a few years, however, those two pursuits became less and less compatible; the more Mike succeeded in management, the less time he had for conducting research.

After 4 years at IBM, several factors convinced Mike to leave industry for academics. While he was with IBM, Mike was awarded the S. Rains Wallace Dissertation Award which helped set the stage for his decision to leave industry later by encouraging him to continue conducting research. In addition, he reached a professional turning point. His career path at IBM was leading toward general management, a move that would limit his opportunities to conduct research. After some reflection, and the realization that he wanted to conduct his research full-time, Mike searched for an academic position. Ironically, his early academic mentors, including those who had suggested he leave Akron, supported him in that decision. His unique background, with its combination of industry jobs and published research, made Mike something of a rarity and he did not have to look far to find an academic position that met his needs. He started as an Assistant Professor of Management at Purdue University in 1986.

Mike's time at Purdue has been a success as well; he has continued to conduct field studies on job design (for example see Campion & McClelland, 1991), interviews (Campion, Pursell, & Brown, 1991), and turnover (Campion, 1991). Mike was tenured after just a year, and in 1987 won the Jay N. Ross Young Faculty Research Award given by the Krannert School of

Management, Purdue University and Arthur Anderson & Co. He became a fellow of SIOP and APA in 1992.

One of the strongest themes in Mike's career is his commitment to the scientist-practitioner model. He practiced that model while in industry, and as an academic continues to prefer applied research studies, particularly those designed in response to a practical question. He sees the relationship between science and practice as fundamental to the field, and in addition to his own research, works through multiple avenues to maintain the science-practice link. For example, through his role as editor of *Personnel Psychology*, he includes people in industry in the editorial process and tries to be sensitive to the particular needs of practitioners. In his role in SIOP, he encourages the involvement of practitioners by including more non-academic scientists on committees.

Mike sees involvement in the editorial process as the most important work that can be done in the field, next to actually conducting research. He sees the editor position as the most important opportunity of his career. Mike's involvement in the editorial process began during his time at IBM, when he began serving as an ad-hoc reviewer and eventually was asked to join the editorial board. He acknowledges that through his editorship, his perspective on reviewing research is changing. He finds that the role of editor requires one to look for what is "right" with studies, rather than just what is "wrong."

Aside from his co-authors, Mike credits many other colleagues for contributing to his professional success including Milt Hakel, Paul Sackett, Neal Schmitt, and many others.

Mike lives by his own advice, which he boils down to "work hard, work long, and work smart." He continues to keep very long hours, and seems to feel it is a small price to pay for doing the work he loves. When he's not working though, Mike can be found spending the weekend with his family at their cabin on Lake Racoon—boating, fishing, and swimming.

Currently, Mike is conducting research in the areas of interviewing, training, job design, and groups. His primary future goal is to have an impact on the conceptual thinking of the field. We can look forward to his continued contributions to the field—both theoretically and practically.

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ROBERT CARL MECHAM

(1942-1992)

P. R. Jeanneret

Jeanneret & Associates, Inc.

Robert C. Mecham, Professor of Business Administration, Utah State University, and one of the founders of PAQ Services, Inc., passed away July 16, 1992. Born in Lancaster, California, he grew up in Provo, Utah. After completing his undergraduate education and military service as an officer in the U.S. Army Reserves, he attended Purdue University, graduating in 1970 under the guidance of E. J. McCormick. Subsequently, he joined the faculty at Utah State University and became Director of Operations for PAQ Services, Inc.

Bob Mecham held memberships in the Academy of Management, American Association for Counseling and Development, American Psychological Association, Society for Human Resource Management, and Society for Industrial/Organizational Psychology. He also was a member of the Utah advisory committee to the U. S. Civil Rights Commission and actively participated in both university and community affairs. In this latter regard, one of his favorite activities was working with the local Boy Scouts. Bob thoroughly enjoyed his role as an educator, serving on numerous committees and participating in many conferences and symposia during his entire career. His professional reputation also provided him with opportunities to be of assistance to many public and private sector organizations in both the U.S. and throughout the world.

While probably best known for his work with the *Position Analysis Questionnaire (PAQ)*, which he co-authored with E. J. McCormick and myself, Bob had broad research interests and many visionary perspectives as

to the relationships between developments in the field of psychology and the realities of the world of business and government. Bob's dissertation research was the first demonstration of the job component validity paradigm (originally termed "synthetic validity") to be applied across a very wide spectrum of occupations. He also established the efficacy of using job behaviors as a measure of job value. Hence, based on Bob's early research, the PAQ became a valuable tool both for determining job requirements and evaluating job worth. Subsequently, he focused his attention on the measurement of interests; he became the primary force behind what is now known as the *Occupational Preference Inventory (OPI)*, which he was finalizing this summer with Consulting Psychologists Press, Inc. Bob also believed there was a considerable amount to be learned by studying the relationships between job behavior and biodata. He delivered several presentations and papers on the topic at professional conferences.

Apart from his research perspective, Bob also was able to focus on the practical lessons learned from his findings. Although perhaps not widely quoted, his 1986 APA presentation entitled "Job evaluation: Pay equity problem or solution?" was a clear, quantitative analysis of the variables underlying the comparable worth issue. Bob was well ahead of the Americans with Disabilities Act (ADA), as evidenced by his 1986 paper concerning the identification of jobs that could be performed by the developmentally disabled. He also wrote an occupational aptitude and ability test battery (titled OAATS) that is comprised of 11 subtests and was constructed to measure the parameters of the SOR model of information processing.

As his professional colleague and business associate for twenty-five years, I can attest to Bob's creativity, tenacity, and devotion to his career and family. His full contribution to the field of I/O may never be fully appreciated, but to those who knew him it was very clear that he chose to pursue his profession with modesty and quiet competence.

Bob is survived by his wife Connie and their five children, his parents, his six sisters, and his brother. To many, he was a valued colleague and mentor; to me he was a partner and a wonderful friend.

Call for Program Proposals: 1993 APA Convention in Toronto

Jeffrey J. McHenry
Seattle Pacific University

Yes, it's already time to start developing program proposals for the 1993 APA Convention. The convention will be held in Toronto, Canada, from Friday, August 20th, to Tuesday, August 24th.

At the recent 1992 convention in Washington, D.C., APA celebrated a century of psychology. The Toronto convention marks the beginning of APA's second century, so it is appropriate that one of the convention themes is the future of psychology. As psychology enters its second century and the world nears the 21st century, what are the opportunities and challenges for our science and practice? The Toronto convention gives us a chance to be futurists: What is the future of work? How will changes in technology, the business environment, demographics, culture, societal values, and globalization change work and change I/O psychology? How are today's I/O research and practice preparing us for the future?

Whether or not you presently belong to APA, your participation is encouraged in order to make the '93 conference a truly memorable one. **Program proposals must be received (not postmarked) on December 10, 1992**, so start planning now. The Program Committee is particularly interested in submissions dealing with the future of I/O research and practice. However, we welcome all submissions for the convention.

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

Specific details about program submissions appear in the October issue of the *APA Monitor*. The Call for Programs is also available by writing: **Convention Office, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242**. Please note that although the APA Call for Programs indicates that presenters at the convention must be APA members or be sponsored by APA members, APA has given SIOP permission to waive these requirements. Thus, **you must be a SIOP member or sponsored by a SIOP member to present at the APA convention as part of SIOP's program, but you do not need to be a member of APA or be sponsored by one.**

Note that APA distinguishes between "presentations" and "programs," with different submission procedures for each:

- "Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions, however we also have the option of combining separately accepted papers into a paper session focusing on a common theme. Presentations (individual papers) will be blind reviewed. Therefore, when you submit five copies of your paper, the first page should include the title of the paper and the abstract, without your name on the page. Submissions must be no longer than 10 pages, double spaced, one-inch margins, elite type.
- "Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative, nontraditional formats are encouraged. Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit five copies of the complete proposal. As with presentations, submissions must be no longer than 10 pages, doubled-spaced, one-inch margins, elite type.

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

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

If you have questions, ideas, or suggestion for invited speakers, feel free to call, write, or send a FAX to: **Jeffrey J. McHenry, School of Business and Economics, Seattle Pacific University, 350 W. Berton, Seattle, WA 98119. Telephone: (206) 281-2579; FAX: (206) 281-2733**. Please send all program submissions to me at this address as well, to be **received (not postmarked) by December 10, 1992**. For those of you planning to use an overnight mail service, note that they will require the full street address in order to guarantee delivery. As with many campus mail destinations, you should allow a week for receipt if using regular postal mail service.

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present at APA. We're counting on you to make the 1993 APA Convention a great celebration for I/O psychology. See you in Toronto!

Vantage 2000: Diversity Topics at the Academy of Management Conference

Charmine E. J. Hartel
University of Tulsa

My intentions for this column follow those of my predecessor, Kurt Kraiger. As he reported, rapid changes in the demographic and educational composition of the American workforce present unique opportunities and challenges for which the field of I/O Psychology must position itself. This column offers an outlet for strategic options, ideological and ethical concerns, theoretical implications, and practical endeavors of the past and present that address Workforce 2000 forecasts. Your thoughts on the role of SIOP leadership, graduate training programs, research and practice in this process of societal and industrial change are encouraged. The usefulness of this column depends much on the information, ideas, concerns, and experiences that you share with me. I would especially appreciate information on work-in-progress (books, research, theory) or pilot programs, funding opportunities, diversity awareness assessment and training techniques/workshops, and references to books and articles on interventions and adherence/deviation of observed trends to those predicted by the Workforce 2000 report.

Send material, comments, and suggestions for future topics to me at: The Department of Psychology, University of Tulsa, Lorton #305, Tulsa, OK 74104-3189 or INTERNET: PSY_CH@VAX1.UTULSA.EDU

Academy of Management Conference Papers

The recent Academy of Management meeting featured a number of topics related to managing diversity. Papers on diversity represented issues on preparing internationally-effective managers, sexual harassment, cultural compatibility in mergers, diversity awareness training, direct and indirect assessments of diversity, using team building to counteract the "Good Old Boys" network, improving employment experiences of women and minorities by increasing demographic diversity in management, feminist perspectives on diversity, influence on organizational behavior through cultural effects on self-concept, cultural limitations of work motivation theories, race and ethnic effects in attitudes towards diversity policies and programs, and ethics and cultural plurality. A few of these papers are discussed in more detail here.

Poppy McLeod and Sharon Lobel's paper "The effects of ethnic diversity on idea generation in small groups" (1992) provided empirical support for the "value-in-diversity" concept. They found that ethnically heterogeneous groups produced higher quality ideas on a brainstorming task than did ethnically

homogeneous (all-Anglo) groups. Two links between diversity and group creativity were offered: (a) ethnic differences in individualism-collectivism value orientations that are manifested as differences in cooperative behavior and (b) a positive relationship between divergent thinking and bi-lingualism and bi-culturalism. Several key questions were raised in their concluding remarks. First, the level of diversity needed to realize heterogeneity benefits remains unaddressed. Second, the authors suggested that a critical mediator of group success may be the process by which the group's diversity is managed. The management process includes issues related to selecting and matching group members on characteristics other than ethnicity, open discussion of differences, and conflict management.

In his presentation on the realities of achieving the multicultural organization, Michael Elmes (1992) enumerated three aspects of intergroup relations that diversity management must address: (a) social identity conflict, (b) ethnocentrism, and (c) intergroup aggression.

In another paper presentation, the ideology and efficacy surrounding Equal Employment Opportunity and Affirmative Action programs (EEO/AAP) were examined. The authors (Konrad & Linnehan, 1992) categorized Human Resource practices intended to meet the EEO/AAP goal of promoting employment opportunities for women and minorities into two types: (a) merit-based practices that are based on an equity philosophy and (b) outcome-based practices that are based on an equality philosophy. They argued that the merit-based approach is concerned with the validity and correctness of the process, but that the outcome-based approach is concerned with the validity and correctness of the final outcome. Their survey of 116 organizations uncovered no relationship between either type of EEO/AAP-HR interventions and the percentages of female and minority managers. Only similarity in top management's values to the values embodied by the EEO/AAP was related to the numbers of women and minorities in management positions.

A related paper provided data from 294 Canadian organizations showing that greater increases in representation of women and minorities were realized for AAPs which were highly formalized, which covered the areas of recruiting, selection, and promotion, and which were supported by top management (Leck, Saunders, & St. Onge, 1992). An interesting finding was program effectiveness differed across occupational and protected groups. The authors argued that, in addition to the dimensions of formalization, comprehensiveness, and management support, AAPs need to be examined for their content. They suggest that the content of such programs may explain their effectiveness overall and for any given occupational and protected group.

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- Leck, J. D., Saunders, D. M., & St. Onge, S. (1992). *Achieving a diversified work-force with employment equity programs: Effects on hiring women*. Paper presented at the annual meeting of the Academy of Management, Las Vegas, NV.
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| | |
|---------------------------------|---------------------------------|
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SIOP Task Force on Ethnic Minority Participation

Jeffrey J. McHenry
Seattle Pacific University

Loriann Roberson
Arizona State University

In the April TIP, we told you about a new SIOP Task Force on Ethnic Minority Participation that we have been asked to co-chair. The principal goals of the Task Force are to:

- 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.

Task force members include Marcie Andberg, Greg Dobbins, Mirian Graddick, Darrell Harvey, Ramon Henson, Peter Hom, Wayne McCullough, Mavee Park, Juan Sanchez, and Lois Tetrick.

At the May SIOP conference in Montreal and the August APA conference in Washington, D.C., the task force sponsored roundtable discussions. Approximately 20 people attended each roundtable—which was excellent attendance, especially considering the 8:00 a.m. starting time at both conferences. At the SIOP roundtable, attendees recommended that we focus our attention on three “career stages:”

SIOP CALENDAR

| | |
|--|----------------------|
| TIP Deadline for January Issue | November 15, 1992 |
| APA Conference (1993) Submission Deadline | December 10, 1992 |
| SIOP Conference San Francisco, CA | April 29—May 2, 1993 |
| APA Convention Toronto, Canada | August 20—24, 1993 |

- recruiting ethnic minorities into I/O psychology graduate programs
- retaining and graduating the ethnic minority students who enter I/O graduate programs
- recruiting more ethnic minority students and professionals to join SIOP and increasing their participation in the Society.

We have organized our task force into three "subcommittees" (headed by **Loriann Roberson**, **Mirian Graddick** and **Jeff McHenry**, respectively) to develop recommendations for each career stage. Between the two conferences and informal discussions with many interested individuals, we now have a list of almost 40 suggestions that we are considering. We are pleased with all the ideas we have received, and we welcome additional suggestions.

The task force is scheduled to complete all its work by mid-1993. However, we will be developing recommendations for the SIOP Executive Committee throughout the year. In the January **TIP**, we hope to report on plans for implementing some of our initial recommendations.

If you have any suggestions or ideas that you would like to share, feel free to call Jeff (206) 281-2579, Loriann (602) 965-7571, or any other member of the task force. We look forward to hearing from you.

A Review of 1992 State Anti-Testing Initiatives

David W. Arnold & Rachel A. Ankeny
Association of Personnel Test Publishers

Industrial/organizational psychologists were once again confronted by a limited number of state-level anti-testing initiatives this past legislative session. One of these initiatives, New York Assembly Bill 7301¹, was introduced during the 1991 legislative session and automatically carried over to 1992. This initiative sought to prohibit integrity and other forms of personality testing as a condition of employment. Ostensibly, due to the prior (1991) educational efforts of the American Psychological Association (APA) and the Association of Personnel Test Publishers (APTP), no action was taken on A.B. 7301, and it ultimately died in the Codes Committee at the adjournment of the Assembly. To be considered in the next legislative session, the bill would have to be reintroduced.

In February of this year, a much broader anti-testing initiative, House Bill 8961², was introduced in the Rhode Island House Health, Education and Welfare Committee. This bill initially sought to prohibit employers from requesting or requiring:

"...as a condition of employment, an employment applicant to take any standardized, norm or criterion-referenced written test designed to evaluate the psychological or personality traits of the applicant."

The bill excluded from coverage "...any testing otherwise authorized by federal or state law" and "aptitude testing used by an employer to assist in assigning applicants to an appropriate vocational position within his or her employ."

In response, to this legislation, representatives of APTP and the Greater Providence Chamber of Commerce met with Rhode Island legislators in an effort to educate them on the benefits of pre-employment psychological testing. These efforts included APTP members meeting with the Chairman of the House Health, Education and Welfare Committee and testifying at a committee hearing. A representative from the American Civil Liberties Union (ACLU) testified in support of the bill. The ACLU representative's testimony consisted of citing items from the MMPI regarding sex, religion and bodily functions. Obviously, the initiative's original language was premised on the assumption that all pre-employment tests contain invasive items of this nature.

Ostensibly, due to the testimony provided by APTP psychologists and attorneys, no action was taken on this bill for nearly four months. When the bill finally passed the committee and was put before the entire House, it had been amended to encompass only tests which contain invasive questions:

"about the applicant's religious, political or sexual activities or beliefs; his or her medical history or bodily functions; or his or her involvement or interest in labor organizing activities."

Although this amended language was better tailored to meet the actual public policy issues behind the legislation, problems with the language still remained. It is apparent from this language that the authors of the bill intended to prevent employers from making inquiries into private, non-job related areas. However, such language succeeded only in preventing employers from using standardized tests which contain items of this nature. Given this language, employers were not restricted from making such inquiries during interviews or via any other format.

The bill was further amended by the House to exclude "rescue service or firefighter applicants" from being covered. Opponents of the bill felt the exclusion was overly narrow since there are many other safety-sensitive positions where clinical tests such as the MMPI are appropriate (e.g., police, armed security guards flight crew, etc.).

This version of the bill ultimately passed the House on June 18, with no opposition (71-0), and the legislation moved to the Senate. Representatives from APTP met with the Chairman of the Senate Health, Education and Welfare Committee, where the bill was referred, to discuss ways in which the proposed legislation would impact Rhode Island employers. The APA also weighed in with a cautionary letter to the chairman of the committee

expressing additional concerns with the legislation in its present form. As a result, the Senate took no action on the bill before adjourning in July.

It is evident that psychological testing in employment settings will continue to be an issue addressed by some state legislatures. Given the House vote on H. 8961, this issue is almost certain to surface in Rhode Island next year. Accordingly, personnel psychologists must continue their vigilance in monitoring such legislation which is often drafted by those who lack technical expertise in the area of test development and use, resulting in inappropriate or overly broad legislation. Such initiatives are certainly detrimental to the practice of I/O psychology, but also to the employers who rely on valid, standardized tests to assist in making hiring decisions. As has been demonstrated in various jurisdictions (e.g., Connecticut³, 1990; New York⁴, Rhode Island⁵ and Oregon⁶, 1991) and most recently in Rhode Island, personnel psychologists working together to educate legislators can be highly successful in protecting the profession's and employers' rights to use standardized pre-employment tests.

References

1. A. B. 7301, Reg. Sess. N.Y. 1991, 1992.
2. H. B. 8961 Jan. Sess., R.I. 1992.
3. A. B. 5992 Feb. Sess., Conn. 1990.
4. A. B. 7301, Reg. Sess. N.Y. 1991, 1992.
5. H. B. 6470 Jan. sess., R.I. 1991.
6. S. B. 792 Reg. Sess., Or. 1991.

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A Survey of Financial Aid in Master's Psychology Programs

Richard Griffiths, Donna Carneal, Tammy Goodson
Radford University

Students consider many factors when applying to graduate school: Geographic location, quality of the program, admission requirements, and the amount of tuition. This last factor is becoming especially important because recent research reveals graduate students have to finance a larger proportion of the cost of their graduate education than in previous years. Today, slightly more graduate students now report being late with their rent and going without new clothes, groceries, and medical care than in the past (Golding, Lang, Eymard, & Shadish, 1988). Graduate psychology programs wanting to attract the best students need to consider the amount of financial aid their university offers, as well as the cost of living in their area, compared to other graduate programs.

To help terminal master's degree programs determine their level of financial competitiveness, a survey was conducted to determine the amount of financial aid offered to graduate students in I/O general, applied, and social psychology programs. The persons responsible for the graduate financial aid at 68 institutions were telephoned and asked a series of standard questions about their aid package. Due to ambiguous and incomplete information, 28 returned surveys were rejected. To control for the cost of living, the American Chamber of Commerce Researchers Association (ACCRA) composite cost of living index score was located for the area nearest to each school. The ACCRA composite index measures relative price levels for goods and services with the average equaling 100. Grocery items, housing, utilities, transportation, health care, and miscellaneous goods and services are each weighted and combined to form the index.¹

The results of the survey are shown in Table 1. Percentile ranks were calculated for five categories. In the first column the total aid excluding loans offered to the student, for teaching, research, or work study positions were ranked. In columns two and three the overall aid minus tuition for in-state and out-of-state students was ranked. These amounts were adjusted for the cost of living by using the ACCRA composite index and then ranked for in state and out-of-state students in columns four and five.²

¹ The Accra composite index reflects the cost of a midmanagement standard of living rather than the costs typically encountered by a student. Thus the index reflects only a rough estimate of the cost of living in the locality near the school.

² To determine your program's rank adjusted for the cost of living. Obtain the composite index for a comparable locality nearest your school from the Accra Cost of Living Index, First Quarter 1991. Subtract the composite index from 200 and divide by 100. Multiply this amount by amount of aid offered once tuition has been subtracted and then refer to columns four and five of Table 1 to determine the percentile rank of the aid.

To understand the table better, consider the example of three Universities; Radford University, University of Richmond, and Western Washington University. Radford offers two of the four types of terminal master's degrees surveyed, general and I/O. Graduate students are offered aid to teach undergraduate courses, assist in research, and work in various positions for the university. Teaching assistants are paid \$8,300 which the table indicates falls between the 90th and 95th percentile. After subtracting tuition, in-state students receive \$6590 in aid, which falls between 90th and 95th percentile, and out-of-state students receive \$5564, exactly in the 95th percentile. The ACCRA composite index for the closest comparable locality to Radford, VA, is Roanoke, VA, for which the composite index is 97. After adjusting for the cost of living, aid for in-state students remained between the 90th and 95th percentile, and aid to out-of-state students remained between the 95th and 99th percentile.

The University of Richmond offers one of the four types of terminal masters programs surveyed, a general psychology degree. The financial aid offered to research assistants is \$11,795 per year which ranks in the 99th percentile. However, when tuition is subtracted and adjustment for the cost of living is made, the rank for the aid drops to the bottom 10th percentile for in-state students and the 30th percentile for out-of-state students.

Western Washington University offers a general psychology degree. Both teaching assistants and research assistants are paid \$6,291 per year, which ranks in the table between the 75th and 80th percentile. However because the tuition is waived for both in-state and out-of-state students, the financial aid for in-state students climbs to between the 85th and 90th percentile, while the aid for out-of-state students climbs to between the 95th and 99th percentile. When adjusted for the cost of living, aid for in-state students remains between the 85th and 90th percentile and aid for out-of-state students drops to the between 90th and 95th percentile.

Instead of considering solely the overall amount of financial aid, to remain competitive, graduate psychology programs should consult the table presented in this survey and consider the percentile rank of their financial aid adjusted for the cost of tuition and cost of living.

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- Golding, J. M., Lang, R., Eymard, L. A., & Shadish, W. R. (1988). The buck stops here: A survey of the financial status of Ph.D. graduate students in psychology, 1966-1987. *American Psychologist*, 12, 1089-1091.

Table 1
Percentile Table for Assistantships Awarded at Psychology Terminal
Master's Degree Programs

| % | Assistantship | Assistantship minus tuition | | Assistantship minus tuition and adjusted for cost of living | |
|----|---------------|--------------------------------|--------------|---|--------------|
| | | in-state | out-of-state | in-state | out-of-state |
| 99 | 11,795 | 9,800 | 7,800 | 10,329 | 8,221 |
| 95 | 9,562 | 6,974 | 5,564 | 7,837 | 5,730 |
| 90 | 7,703 | 6,472 | 5,100 | 6,008 | 4,745 |
| 85 | 7,500 | 5,280 | 4,256 | 5,190 | 3,885 |
| 80 | 7,300 | 4,525 | 3,400 | 4,590 | 2,873 |
| 75 | 6,200 | 4,427 | 2,246 | 4,364 | 1,946 |
| 70 | 5,963 | 4,212 | 1,494 | 4,247 | 1,515 |
| 65 | 5,200 | 3,780 | 1,319 | 3,686 | 1,254 |
| 60 | 5,100 | 3,528 | 1,016 | 3,590 | 1,003 |
| 55 | 4,905 | 3,400 | 1,000 | 3,033 | 939 |
| 50 | 4,572 | 2,900 | 610 | 2,676 | 636 |
| 45 | 4,248 | 2,602 | 500 | 2,335 | 486 |
| 40 | 3,750 | 1,749 | 299 | 1,896 | 294 |
| 35 | 3,500 | 1,622 | 50 | 1,637 | 53 |
| 30 | 3,300 | 1,290 | 0 | 1,280 | 0 |
| 25 | 3,250 | 1,150 | - 398 | 1,053 | -452 |
| 20 | 3,000 | 278 | -1,026 | 300 | -790 |
| 15 | 2,700 | 231 | -1,650 | 234 | -1,137 |
| 10 | 2,538 | 0 | -2,035 | 0 | - 1,983 |
| 5 | 2,200 | - 1650 | -2,336 | -790 | - 2,069 |

The Dictionary of Occupational Titles: A Humorous Look at a Cultural Artifact

Walter S. Booth, Ph.D.
 Booth Research Group

It is an unfortunate fact that, as professions mature, their members become less able to look at themselves and, as a result, fail to do that very thing which makes us all human: laugh. This also counters the fact that the more mature a profession becomes, the greater its accumulation of humorous artifacts.

I am afraid that, as I have watched the maturation of the profession of I/O psychology, I have found its membership and practitioners becoming less able to laugh at themselves. I suppose that I could badger you with horror stories about cultures in decline which thought so much of themselves that they could no longer laugh at their own absurdities. I could warn everyone of the dangers of too much seriousness. But who would believe me?

Instead, I have taken an artifact from our "culture" and display it before you. Listed below, and highlighted with capital letters, are names of job titles I discovered while perusing the Department of Labor's Dictionary of Occupational Titles. Yes, all of these job titles exist, and somewhere out there is someone doing the job with that title.

Under the category of jobs that no one in their right mind would want, I found: **TOXIC OPERATOR**, **SWEATBOX ATTENDANT**, **RAG SORTER**, **REJECT OPENER**, **SLIMER**, **SMEARER**, **SOFT MUD MOLDER**, **DUST SAMPLER**, **LATRINE CLEANER**, **HUMAN PROJECTILE**, **HEARSE UPHOLSTERER** (although the customer seldom complains about poor quality), **EGG SMELLER**, **DEVIL TENDER**, **CONTINUOUS TOWEL ROLLER** (a job for someone named Sisyphus?), **COAGULANT DIPPER**, **BUNG DROPPER**, **CHICK SEXER**, **BUTT MAKER**, and perhaps the worst of all, **LUMP RECEIVER**.

Then there are those jobs which describe very specialized work. For example, if you discover that you don't have enough problems, why not call a **TROUBLE LOCATOR**? And once it is located, be certain to have a **TROUBLE DISPATCHER** send it your way.

Do you suppose that applying for a job in organized crime could net you one of these job titles? **HAND BENDER**, **SHOULDER PUNCHER**, **BONE CRUSHER**, **RIB BENDER**, **BLOOD DONOR RECRUITER**, **BODY SILENCER**, and after it's been silenced, **BODY COVERER**.

I think my favorite category of job titles has to be "The name says it all" or "Is there any other kind?" Do you suppose, for example, that a **BORING MACHINE OPERATOR** really is? How about a **DULL SHOE REPAIRER**? Do you think that a **SHRINKING MACHINE OPERATOR**

eventually becomes a **DINKEY OPERATOR**, a **DWARF TREE GROWER**, or even a **SMALL ENGINE MECHANIC**? Do **CASUAL SHOE TESTERS** really care about their work? And why would anyone hire a **DEFECTIVE CIGARETTE SLITTER**?

I suppose that only the nicest places can afford a **FANCY PACKER** or a **REFINED SYRUP OPERATOR**. Those same places would never consider hiring a **CRUDE TESTER**, a **ROUGHER OPERATOR**, or an **OUTLAW RECORD CLERK**.

Those businesses which do not emphasize speed in their workers, might hire a **MELLOWING MACHINE OPERATOR** who could eventually become a **PLODDING MACHINE OPERATOR**. And those companies that do not pay well would probably hire a **SUCKER MACHINE OPERATOR**.

There are, of course, some companies that look for particular personality traits among their employees and try to match them to the right jobs, such as an **OUTGOING INSPECTOR**, a **SENSITIZED PAPER TESTER**, an **ODD BUNDLE WORKER**, or even a **GRIZZLY WORKER**. I suppose a company that likes a practical joker could hire a **SUSPENDER CUTTER**.

It is true, of course, that should a **HEAD UP OPERATOR** not be alert, he could be injured by either a **ROLLING DOWN MACHINE OPERATOR** or a **WHIRLING MACHINE OPERATOR** and become part of a handicapped employment effort focusing on **STIFF LEG DERRICK OPERATORS**, **STIFF NECK LOADERS**, or even **GIMP BUTTONHOLE MACHINE OPERATORS**.

Frankly, I found many jobs which appeared down right boring. Who, for example, would ever want to become a **WALL ATTENDANT**? There also appeared such exciting jobs as a **TISSUE INSERTER**, a **TEMPERATURE INSPECTOR**, a **VANILLA CHOCOLATE COIN COUNTER**, and a **TRIP FOLLOWER**.

I admit that, there have been times, when I would like to have employed people as my personal **TELEPHONER** (and related to that is a **DIALER**), **PROFESSIONAL SHOPPER**, **WHITE KID BUFFER**, and **WRINKLE CHASER**. And after raising a family who has not, at times, needed a **MOTHER REPAIRER**?

Under the category of cruelty to animals, there exist jobs such as a **FROG SHAKER**, a **COWPUNCHER**, a **FISH FLIPPER**, a **FUR BEATER**, and a **HAM BONER**. And who among us has never been a **CAT CHASER**? Then, of course, we also have the **PREDATORY ANIMAL HUNTER** which sounds rather redundant to me.

There are also jobs related to animals which do not seem cruel in the least. For example, wet creatures might need the assistance of a **GERM DRIER** or a **FUR BLOWER**. Good little termites probably hope to find a **TERMITE TREATER**. Injured ticks might need the assistance of a **TICK SEWER**, as well as some exceptionally small thread. And there is also a **TURKEY**

CLEANER and **TURKEY DRESSER**. I suppose that if you're going to get them cleaned up, you might as well get them dressed.

Speaking of animals, worm farms are very popular and employ jobs such as **WORM RAISER**, **WORM SORTER**, **WORM PICKER**, and **WORM PACKER**. If you don't think that working on a worm farm is for you, how about becoming a **PHEASANT FARMER** (or is that Feasant Pharmer?). You say you don't like farming, but do like the out of doors? How about becoming a **REINDEER RANCHER**?

It may even be possible to get a job for your domestic pets. For example, your pet cat might be excellent as a **RUG SCRATCHER**. On the other hand, if you want to play a practical joke on your house pet, you might consider hiring an **ANIMAL IMPERSONATOR**.

There are some titles for jobs that it is difficult to imagine a business wanting to hire. Who would want a **BLOW OFF WORKER**, for example? Or a **COMPOUNDER**, a **DROPPER**, a **FALLER**, a **GLASS BREAKER**, a **MANGLER**, a **MANIPULATOR**, a **REVERSER**, a **SERVICE DISMANTLER**, a **SMASH HAND**, or an **UPSETTER**? It is difficult to imagine anyone wanting to hire a **GANG LEADER**, a **FLASK CARRIER**, or a **DRIFTER**. I suppose that an employer with extremely twisted thinking might find a use for a **LABOR UNION PICKET**, a **TIE UP WORKER**, or even a **BENCH LAY OUT TECHNICIAN**. But why would anyone want an **ABSTRACT CHECKER**?

On the other hand, what employer would not want a **STAYER**?

Then there are those jobs which are self-explanatory in an inexplicable way. There are, for example, **PULLERS**, **PUNCHERS**, **PUSHERS**, **PUTTER INS**, and of course, **PUTTER OUTS**. There are **PRESS PULLERS** (well, which is it?), **PUDDLERS**, **PUFFERS**, and **STICKER ONS**. There is a **CLEAN RICE BROKER**, as if someone would want to purchase dirty rice. There is a **THREAD PULLER**, a **VORTEX OPERATOR**, a **WIDE CLOTH FOLDER**, and as noted earlier, a **MOTHER REPAIRER**. Some of these job titles actually began to make sense, so I had to take a break in my research.

I discovered many jobs which are extremely specialized but which, when needed, are essential. How many times, for example, have you come out from a shopping mall and wish you had brought along an **AUTOMOBILE LOCATOR**? Or have you ever been a little short on change at a restaurant and wished you had a **TIPPER**? If you have angered your boss recently, wouldn't it be nice to have a **SMOOTHER**? And how many times have you had so many loose ends at work that you couldn't keep track of them all? A perfect solution is a **LOOSE END FINDER**.

There are also job titles for jobs that are not in the field where one might expect to find them. A **BAND SHOVER** does not work for clubs who hire bad musicians. A **SMOKE EATER** is not in the fire fighting service. A

SMOKER doesn't test cigars, and a **SLUGGER** is not in baseball. A **SUPERCALENDAR OPERATOR** does not work with dates any more than a **TERMINAL MAKE-UP OPERATOR** works with Tammy Baker.

A **TERMINAL GAGER** is not an actuary, and a **TAIL END RIDER** does not refer to a tough supervisor. A **THUMB SEWER** is not in the medical profession, and a **TORPEDO SHOOTER** is not in the military.

A **RIDDLER OPERATOR** is not a conundrum specialist. A **POWDER MONKEY** does not work with ape cosmetics. An **ANTISQUEAK FILLER** does not work on automobiles, and a **PACE SETTER** is not someone who works on an assembly line. A **SIDE SPLITTER** is not a comedian.

In these days of technical jobs, it is good to know that there are still some jobs which either do not require specialized training, or for which we have all had some experience. Consider the following: **BUCKET TURNER**, **CARTON CATCHER**, **CHAIR INSPECTOR**, **CONTAINER FILLER AND CRATE OPENER**, **UNCRATER**, **UNBUNDLER**, **STEREO OPERATOR**, or **DISHCLOTH FOLDER**. We have all, sometime in our lives, undoubtedly been called upon to be an **UNSCRAMBLER**.

As teenagers, we've probably all had experience as **CRUISERS**, and before we were teens we were undoubtedly **JUVENILES**. If you have ever had children, you have undoubtedly had experience as a **WET END TESTER**, a **WIPER**, a **WRAPPING REMOVER**, and a **WRAPPER** and **WINDER**.

Anyone who does projects around the house has experience as a **TOOL CHASER**, or a **WHEEL BARROW PUSHER**, or with outdoor pets, a **YARD SPOTTER**.

Throughout our lives we have all probably been, at one time or another, **FACE CLEANERS**, **JOINERS**, **LADLE POUTERS**, **LINE WALKERS**, **PANTS CLOSERS**, or **READERS**. We've been **SCRAPERS** and **RUBBERS**, **SCRATCHERS** and **SCRUBBERS**, **SEARCHERS** and **SETTERS**, **SHAKERS** and **SMELLERS**. We have all had experience as **TASTERS** and **THROWERS**, **TURNERS** and **TWISTERS**.

In looking over the thousands of job titles and job descriptions for this article, I decided to include some which I liked because they sounded funny, or they conveyed a strange image in my mind, or frankly, for reasons I cannot explain. Consider, for example, the **BASE WAD OPERATOR ADJUSTER**, the **LEAF SUCKER OPERATOR**, or the **OUT AND OUT CIGAR MAKER**. There is also something known as the **LOWERATOR OPERATOR**, the **FOLDING MAKER UP**, and the **THREE DIMENSIONAL MAP MODELER**.

For tongue twisting fun, consider the **CONTINUOUS PICKLING LINE PICKLER HELPER**, the **PLUM PACKER**, the **PICKLE PUMPER**, and the **PEPPER PICKLER**. There is also the **RIGGING SLINGER**, the **MARZIPAN MOLDER**, and the **MARSHMALLOW MAKER**. And we

should never overlook the **TENDERIZER TENDER** or the **TIPPLE TENDER**.

Other job titles falling into my general category of just down right funny include the **APPETIZER PACKER**, the **CONTINUOUS PILLOWCASE CUTTER**, the **FAST BRIM POUNCER**, the **FRANKFURTER INSPECTOR** as well as the presumably related **HAM HOCK MOPPER**. In addition, we have the **PLASTIC BALL BUFFER**, the **SAND HOG**, the **STARCH DUMPER**, the **TEA TASTER**, the **TENNIS BALL COVERER**, and the **TWIN BEAM CLICKER**.

I know that many a reader simply cannot believe that the Dictionary of Occupational Titles (D.O.T.) contains such incredible job titles. But it is true. And just for those disbelievers, you can also find in the D.O.T. the following three titles: **EASTER BUNNY**, **SANTA CLAUS**, and **SANTA'S HELPERS**. Heck, you can even find a job description for a **SUPREME COURT JUDGE**. Now that does sound unbelievable.

Finally, to prove that I actually did go from A to Z, the last job listed in the D.O.T. is a **ZYGLO INSPECTOR**. It is hard to imagine any business without one.

I hope the reader has found this little investigation into our profession enlightening and more importantly, has caused a chuckle or two. For the profession that cannot laugh at itself is doomed, and with our profession gone, some 25 titles in the D.O.T. would have to be removed.

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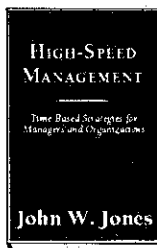
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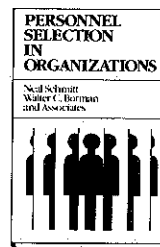
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Upcoming Conferences and Meetings

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

1992

- Sept. 24-25 PTC Southern California, Conference. Newport Beach, CA. Contact: Barry Nathan, (213) 265-7316.
- Oct. 12-16 Human Factors Society 36th Annual Meeting. Atlanta, GA. "Innovations for Interactions." Contact: HFS, P.O. Box 1369, Santa Monica, CA 90406-1369, (310) 394-1811, FAX: (310) 394-2410.
- Oct. 14-16 American Society for Training and Development Technical and Skills Training Conference. Detroit, MI. Contact: ASTD: (703) 683-8161.
- Oct. 22-23 University of Pittsburgh. Conference on "Managing Ego Energy." Contact: Ralph Kilmann (412) 648-1645.
- Oct. 26-30 34th Annual Military Testing Association (MTA) Conference. Del Mar Hilton. Contact: Ms. M. Leano, Navy Personnel Research and Development Center, ATTN: MTA, Code 12, San Diego, CA 92152-6800, AV 553-9266 or (619) 553-9266.
- Oct. 27-30 Association for Quality and Participation (AQP). 9th Annual Fall Forum. Contact: AQP, 801-B West Eighth St., Cincinnati, OH 45203-1607, (513) 381-1959, FAX (513) 381-0070.
- Nov. 19-22 American Psychological Association & National Institute for Occupational Safety and Health. Conference on "Stress in the 90's: A Changing Workforce in a Changing Workplace." Occupational Stress. Washington, D.C. Contact: Sonja Preston, APA, 750 First Street, N.E., Washington, D.C. 20002-4242. (202) 336-6038, FAX (202) 336-6040.

1993

- April 12-16 Annual Convention, American Educational Research Association, Atlanta, GA. Contact: AERA, (202) 223-9485.

1994

- July 17-22 23rd International Congress of Applied Psychology. Madrid, Spain. Contact: Secretariat, Colegio Oficial de Psicólogos, 23 IAAP Congress, Nunez de Balboa, 58, 5, 29001 Madrid, Spain.

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Internationalizing I/O Psychology: Getting Involved

Mary D. Zalesny
External Affairs

International Affairs Subcommittee

A couple of **TIP Newsletter** issues ago, the International Affairs Subcommittee used this space to provide some general information about getting started in cross-cultural research. The reaction to the column was underwhelming, but a number of people did contact me for information about:

- (a) how to join the International Association of Applied Psychology (IAAP),
- (b) who to contact in international circles regarding doing research in assorted areas, and
- (c) what they knew about upcoming conferences, workshops, etc., outside of the U.S.

I was able to answer some of their questions, couldn't begin to address others, and found that the rapidly approaching date for most of the announced international events precluded transmitting that information to SIOP members through **TIP** or any other means.

In hindsight, I should have provided basic information in the first article on joining IAAP. That information can be found in this article. I also thought it might be helpful if I clarified what resources the International Affairs Subcommittee is able to provide SIOP members at this time and what we hope to provide in the future, and if I discussed some options for keeping interested persons informed about upcoming international conferences, calls for papers, workshops, and other meetings.

Joining IAAP

IAAP, founded in 1920, is the oldest world-wide association of scholars and practitioners in psychology. The annual dues for IAAP members are \$33 (U.S.) and membership includes a subscription to the Association's quarterly journal, *Applied Psychology: An International Review* and receipt of a newsletter, similar to **TIP**, containing information on IAAP activities, Division activities, and upcoming international events. The Association has 10 divisions: organizational psychology; psychological assessment; psychology and national development; environmental psychology; educational, instructional and school psychology; clinical and community psychology; applied gerontology; health psychology; economic psychology; psychology of law; and political psychology.

You can contact any of the following individuals for an application form:
H. C. Triandis, President,
Department of Psychology, University of Illinois,
Champaign, IL 61820 USA

B. Wilpert, President-Elect,
Technische Universität Berlin, Institut für Psychologie,
Dovestr. 1-5, 1000 Berlin 10, Germany

M. C. Knowles, Secretary-General,
Graduate School of Management, Monash University,
Clayton, Victoria, Australia 3168

R. Spoelders-Claes, Treasurer
Rijksuniversiteit Gent, Laboratorium voor Socialpsychologie
van het Bedrijfsleven,
Louis Pasteurlaan 2, 9000 Gent, Belgium

Current Resources Available from and Some Future Plans for International Affairs Subcommittee

Neither I nor any other members of this subcommittee or External Affairs are in a position to act as a clearinghouse for information on who is doing what research inside or outside of the U.S. For the future, we hope to develop a system through which we can either help connect U.S. and non-U.S. SIOP members who have similar research interests or create some other means (e.g., a bulletin board through which SIOP members could solicit collaborators for cross-cultural research) or through which SIOP members could connect with each other.

One of our difficulties is recruiting non-U.S. organizational researchers as members in SIOP. SIOP has no equivalent journal to *Applied Psychology*, although **TIP** is provided to foreign members as a part of their membership. Right now, there is little incentive, outside of another line on a vitae, for a non-U.S. organizational researcher to join SIOP and maintain an active membership role. Moreover, there are several European and international associations that are very active and much more proximate to them than SIOP.

We shall update SIOP members on the resources the International Affairs Subcommittee can provide as we institute closer connections/ networks with our foreign counterparts and their associations. **TIP** seems to be the best information outlet at this time. However, in the future, we may be able to use an electronic bulletin board for more timely dissemination of relevant information. We still request your help by passing along any information on cross-cultural activities and research opportunities that you have through your

networks and connections that could be useful to the wider SIOP membership. Please continue to send them to me at the address given at the end of this article. Also, continue to direct any queries to me. I may not be able to answer all (or any) of them, but we may be able to direct you to the people or sources who can.

Mary D Zalesny, College of Business Administration, Kent State
University, Kent, Ohio 44242-0001. (216) 672-2750 Ext. 344; Fax:
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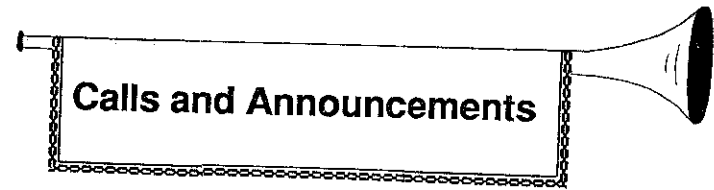
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ERGONOMICS IN DESIGN GETS NEW EDITOR; LAUNCH PROGRESSES

SANTA MONICA, CA—Planning and design for the Human Factors Society's new publication, *Ergonomics in Design: The Magazine of Human Factors Applications*, are proceeding smoothly, reports the HFS Publications Department.

In April, the HFS Executive Council appointed Daryle J. Gardner-Bonneau to assume the editorship following Norman D. Schwalm's regretful announcement of his resignation in order to accept a university position in Israel. Schwalm had assembled a distinguished editorial board and established many of the procedures for gathering contributions for the magazine. Gardner-Bonneau, who considers herself a generalist in the human factors field, is a senior scientist with CTA Incorporated in McKee City, New Jersey.

Ergonomics in Design is a quarterly magazine geared toward professionals working or interested in the field of human factors/ergonomics. The editorial focus is on the application of ergonomics research in all areas and will include articles describing concept development, research, design, test and evaluation, and manufacturing processes. Articles, commentaries, reviews, and industry overviews are invited. The premier issue is scheduled to appear in January 1993, and nonmember subscription and advertising rates will be available this summer. For manuscript preparation guidelines, contact: HFS at P.O. Box 1369, Santa Monica, CA 90406-1369 USA. PHONE: (310) 394-9793; FAX: (310) 394-2410.

New Training Journal

Education Technology is proud to announce the pending publication of the *Training Research Journal*. The first issue is expected to be out by the latter half of 1993.

The purpose of the journal is to provide a high quality, refereed forum for theoretical development and basic and applied research in training. Acceptable manuscripts will include theoretical reviews, lab and field studies, reviews of training development that include formative evaluation results, articles

featuring implications for practice, and applications of cognitive psychology for training systems.

An important objective of the journal is to foster better communication between two disciplines—Industrial/Organizational (I/O) psychology and instructional systems—fields which often study similar issues with little recognition of research and theory in the other domain. A second objective is to control publication lag times to increase the rate at which new findings, theories, and/or technologies reach interested parties.

The Training Research Journal will publish traditional theoretical and empirical manuscripts as well as other types of manuscripts including debates, essays, or companion pieces to interactive software available on public domain bulletin boards. Up to two issues a year will be devoted to special topics.

The Executive Editor will be Robert M. Gagne, the journal's founder. The Editor will be Kurt Kraiger of the University of Colorado at Denver, and the Associate Editor will be Walter Dick of Florida State University. The editorial board will be comprised of leading researchers from the fields of I/O psychology and instructional systems.

Submissions or inquiries regarding the journal should be sent to: **Kurt Kraiger, Editor, Department of Psychology, University of Colorado at Denver, Denver, CO 80217.** Provide four copies when submitting manuscripts. Manuscripts must conform to the guidelines of the American Psychological Association's Publication Manual (3rd ed.).

APA CONGRESSIONAL FELLOWSHIP PROGRAM

APA invites applications for its 1993-94 Congressional Fellowship Program. The program will sponsor three psychologists, including a Senior Fellow, to serve as special legislative assistants on the staff of a Member of Congress or Congressional committee. Activities may include conducting legislative or oversight work, assisting in Congressional hearings and debates, and preparing speeches and briefing materials. Prospective Fellows must demonstrate competence in scientific and/or professional psychology and display sensitivity toward policy issues and a strong interest in applying psychological knowledge to national issues.

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Application materials should be sent to: **Congressional Fellowship Program, Public Policy Office, American Psychological Association, 750 First Street, NE, Washington, D.C. 20002-4242. Phone: (202) 336-6062.**

The deadline for receipt of applications is November 15, 1992. APA is an Equal Opportunity Employer.

Call for Papers

You are invited to present a paper at The 8th Annual Meeting of the international, inter-organizational meeting of The Research/Study Team on Nonviolent Large Systems Change being held May 16-18, 1993 at George Williams College just outside Chicago. Last year's meeting was co-sponsored by The Society for the Psychological Study of Social Issues (SPSSI) project on "Bringing Together Psychologists from Around the World for Peace." Social scientists came from Argentina, South Africa, Poland, Lithuania, Russia, Costa Rica, Mexico, Canada, Croatia and Yugoslavia.

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Areas covered will include: recruitment and pre-screening techniques, candidate assessment techniques, performance appraisal and assessment methodology, training and development, theory and practice of psychometric measurement, careers guidance and counselling, employment legislation, equal opportunities and unfair discrimination, and the role of the organizational psychologist in staff resourcing and assessment.

Detailed guidelines for authors are available from the Editor on request. Informal enquiries and outline ideas are also welcome.

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TIP

How Our Society Works Topic: Election Process

Susan N. Palmer
Long Range Planning Committee

Do you know how easy it is to nominate one of your peers for our Distinguished Professional Contributions Award or to nominate yourself for one of SIOP's Standing Committees? To help you find out, members of the Executive Committee as well as the chairs of many of our committees will be writing a series of TIP articles focusing on how our Society works and how easy it really is to get involved in the workings of your professional organization.

Since you are already thinking about elections and since you will shortly be receiving the Call for Nominations for the Society's officer positions, this first article will feature SIOP's election process. How many times have you heard someone say "I wish SIOP's leaders had a better understanding of my professional issues?" or "Do you think there is a good balance between the scientists and the practitioners on the Executive Committee?" Now, there are two ways for you to voice your opinion.

First, the Long Range Planning Committee is reviewing our election process to see if it continues to make sense for our organization. We have been interviewing SIOP members who are also involved with other professional organizations such as APA, APS, Academy of Management, and several of the local I/O groups as well as reviewing the bylaws of these organizations to see what we can learn from their "best practices." But we would also like to hear from you. If you have any comments after reading more about our current process, please feel free to contact me. We may come back to you at a later date requesting a bylaw change if our review and your input suggest that a change makes good sense.

Second, the Long Range Planning Committee is asking you to get involved in the workings of SIOP by nominating and voting for your future leaders. If you want to feel like you are being represented, then make sure that you are! This year you will be electing a President-Elect, a Secretary, one Member-at-Large, and one Division Representative to APA council. Here is how the current process works:

1. Our bylaws state that "The Election Committee shall conduct and supervise all elections of the Society." This committee consists of the President-Elect, the President, and the immediate Past President. The President-Elect serves as chair of the committee.
2. Each Fall, the Election Committee, with the assistance of our Secretary, mails a call for nominations to each Society member. The nomination ballot provides spaces for you to list up to three names for each office to be filled. The following criteria govern the call for the nominations each year:
 - a. schedule of terms of office, and
 - b. eligibility for office—any Society Fellow or Society Member of the Society except:
 - President and President-Elect during their terms of office.

- Secretary and Financial Officer during their first two years in office.
- Past Presidents for the office of President.
- Society members not also members of APA for the office of Division Representative to the APA Council of Representatives.

3. The Election Committee counts the nominating ballots and contacts those individuals with the most votes to ascertain their willingness to run for office. Our bylaws also state that "in order to promote better representation as to geographic location, sex, institutional affiliation, age, etc. of the officers of the Society, the Election Committee may place one additional name on the ballot for each office for which the election is being held, without reference to the results of the nominating balloting, provided the consent of the individual has been obtained."

In the past we have needed this clause to ensure that there are simply enough nominees on the final ballot! Recently, there has been discussion within the Executive Committee as to the exact interpretation of this clause. In practice, this clause may be interpreted to mean that a name is added to increase the list of final names or to mean that a name replaces another name to promote better representation. We may need to clarify what we really do mean by this clause.

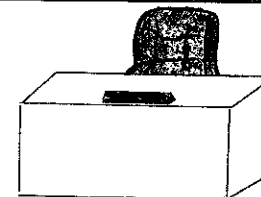
4. Once our nominees have agreed to run for office, the final ballot will be prepared and sent to you early next year. However, you will not see the list of nominees for the APA Council Representative as this list will be sent directly to APA for inclusion in its election process next summer.
5. The Election Committee tallies the votes and notifies the nominees of the results. Our new officers are introduced at the business meeting at SIOP's Conference in the Spring.

Sound difficult? Not really. But like most processes that we deal with on a daily basis, the quality of the output is highly dependent on the quality of the input. While approximately 50% of our membership regularly votes, only a small number of members actually nominates their peers to run for office. In fact, there have been elections when someone has been placed on the ballot with only a handful of nominations.

So next time you hear one of your fellow members make a comment about one of our officers, ask him/her, "Did you nominate anyone for that office?" Let's encourage each other to be full citizens of the Society by *nominating* and *voting* for our future leaders. So in November of this year as you think about the national elections, think about the SIOP elections as well!

If you have any comments or ideas about our current election process that you would like to share with the Executive Committee, please either mail them to: Susan N. Palmer, Staff Planning and Development, Wells Fargo Bank, 420 Montgomery Street MAC#0101-115, San Francisco CA 94163. Or fax them to me at (415) 397-6058. In either case, please include your phone number in case I need to contact you to follow-up on your ideas. Remember, nominate and vote for *your* candidates.

Positions Available



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

I/O GRADUATE INTERN. The Dow Chemical Company, in Midland, Michigan, seeks candidates for an I/O Graduate Intern position in a corporate setting. Employment is full-time for a minimum of 6 months. Qualified candidates should have completed a minimum of 3 years of graduate work (A.B.D. preferred) and possess training/experience in job analysis, test validation (content and criterion), and statistics (SPSS/PC). Excellent communication skills (written and verbal) and a practical, results-oriented nature are essential. Please send your resume and a letter of interest to: **Technical Recruiting, Department MD3, Dow U.S.A., 1801 Building, Midland, Michigan 48674.**

HUMAN RESOURCES RESEARCH INTERNS. BellSouth Corporation, a leader in the telecommunications industry, is currently

accepting applications for pre-doctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs and gain insight into the environment of a major corporation while interacting with licensed I/O psychologists and human resources professionals. The internships are full-time and last six to twelve months, beginning in January or July. All positions are located in Atlanta, Georgia.

Qualified applicants will be enrolled in an I/O doctoral program and have completed a Master's degree or equivalent (admitted to doctoral candidacy). Applicants should possess strong research, analytical, interpersonal, and communications (both oral and written) skills. Expertise in PC SAS is highly desirable.

The deadline for completed applications is October 15 for internships beginning in January and April 15 for internships beginning in July. Qualified applicants are invited to submit a cover letter, resume, and two letters of recommendation to: **Deborah Uher, Ph.D., BellSouth Corporation, Room 13C02, 1155 Peachtree St., N.E., Atlanta, GA 30367-6000.**

ORGANIZATIONAL PSYCHOLOGIST. Exciting opportunity for experienced consulting organizational psychologist with established and growing regional I/O management consulting firm. This is an equity track position with a successful firm whose client base includes business, industrial, health care, governmental, and not-for-profit organizations. Clients range from small to Fortune 100 companies. Qualified candidates should have a track record (5+ years) of proven performance in individual assessment, team and organizational development, as well as marketing and product development. This person needs to be comfortable working as a member of a team in a flexible, highly responsive, small-firm environment. Candidates should possess:

- (1) Ph.D. in Clinical/Counseling or Industrial/Organizational, and should be licensable in Missouri.
- (2) Strong interpersonal skills and the ability to relate effectively with all levels of management.
- (3) Strong strategic and O.D. skills.
- (4) Strong oral and written communication skills.
- (5) Strong desire to learn and grow professionally.

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

MetLife **Full-Time I/O Position (Open in August, 1992)**

MetLife's Corporate H.R. Research & Planning unit will have a full-time opening for a recent I/O Ph.D. (or ABD) beginning in August, 1992. The position requires the individual to design and manage several research and consulting projects; the ideal candidate will have experience in a corporate human resources environment, must be well versed in research methods and statistical analysis, have strong interpersonal and communication skills, and be able to develop creative applications of I/O knowledge to human resources issues. We are particularly interested in candidates with strength and interest in selection testing.

HRR&P conducts an extensive program of employee opinion survey research; this fall our time will be largely devoted to our 5th triennial Company-wide opinion survey—MetLife is recognized as one of the premier companies in opinion survey research. We also oversee job applicant assessment and performance management systems and we collaborate with Corporate and Business Unit officers and managers on a variety of human resources issues, including EEO, diversity, employee motivation, benefits programs, management planning, and customer service.

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If you are interested in joining our group, send your resume to: Dr. John C. Sherman, Director, **Human Resources Research & Planning (7-Y), Metropolitan Life, 1 Madison Avenue, New York, NY 10010.** Metropolitan Life is an equal opportunity employer.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY **Assistant Professor University of Connecticut**

The Department of Psychology is seeking a person to expand our faculty in the I/O Ph.D. program. We are currently accepting applications for an anticipated junior tenure-track faculty position to begin in Fall 1993. A Ph.D. in I/O or a closely related field is required. The Psychology Department has a commitment to scholarship and research excellence, and the successful candidate will reflect that commitment. Area of research interest is less important than quality of research. In addition to conducting an active program of research, the candidate will be responsible for teaching at the graduate and undergraduate levels. Interested applicants should send vita and at least three

letters of recommendation to: **I/O Psychology Search Committee, Department of Psychology, U-20, 406 Babbidge Road, Storrs, CT 06269-1020.** Applications received by December 15, 1992 will be given preference in the screening process. We encourage applications from minorities, women and people with disabilities. (Search # 3A26)

CONSULTING PSYCHOLOGIST/MANAGEMENT CONSULTANT.

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

This position is an immediate, full-time career opportunity for an individual looking to make a long-term commitment. Individual will learn in a fast-paced, supportive, apprenticeship type training environment. Competitive entry-level salary, with outstanding bonus opportunities and long-term earning potential based on performance.

Qualified candidates should possess: (1) strong interpersonal skills, (2) comfort interfacing with executives, (3) interest in understanding individual personalities and behavior, and (4) desire to learn and grow professionally. Counseling and assessment skills are desirable.

Send resume and cover letter to: **Kay Loerch, Ph.D., SPERDUTO & ASSOCIATES, INC., 100 Peachtree Street, Suite 500, Atlanta, GA 30303.**

JOB OPENING

HARRIS CORPORATION ELECTRONIC SYSTEMS SECTOR MELBOURNE, FLORIDA

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Please send a resume and letter of interest to: **HARRIS CORPORATION, Attn. C. Poe, MS 2/1420, Manager of Organizational Development, P.O. Box 37, Melbourne, FL 32901.**

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To apply for these positions, or to express interest in future opportunities, please send your resume and your geographic preference to: **Cathy Nelson,**

Director of Human Resources, Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402.

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

PERSONNEL RESEARCH INTERNSHIP. Southwestern Bell Telephone Company, a leading telecommunications company, is currently seeking applications for a Pre-Doctoral (third or fourth year) Industrial/Organizational Psychology internship. This position will provide an excellent opportunity to gain experience in a major corporation and become part of a team consisting of three I/O Psychologists, a research assistant and the staff responsible for Company-wide employment procedures. Research projects may include conducting job analyses, analyzing test validation data, constructing selection tests, constructing surveys based upon client requests, and writing technical reports. Strong written and oral communication skills are essential. Expertise in SAS in the TSO computer environment is highly desirable. This is a 6-month, full time position beginning January, 1993. Qualified applicants should be enrolled in an I/O Psychology doctoral program, and have completed a Master's degree or equivalent.

Interested students are invited to send a resume and two letters of recommendation no later than November 4, 1992 to: **Internship Director, Southwestern Bell Telephone Company, 1010 Pine Street, Room 1305, St. Louis, MO 63101.**

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST. Assistant Professor. The Ohio State University at Newark is seeking applications for a teaching/research tenure position. **DUTIES INCLUDE:** Teach courses in psychology including introductory Psychology, Industrial/Organizational courses and Statistics. Conducts research and performs service functions. **QUALIFICATIONS INCLUDE:** Doctoral in Psychology. Specialization in Industrial/Organizational, Applied Quantitative Psychology, Applied Social Psychology or related areas. Experience at the college or university level is desired. **TERMS:** Full-time, 9 month tenure track position. Starting date: Autumn Quarter 1993. **STARTING SALARY RANGE:** \$30,000-\$35,040; comprehensive benefits package. To assure consideration, send resume, three letters of reference, and reprints to **Chairperson, Industrial/Organizational Search Committee, c/o Coordinator, Human Resources, The Ohio State University at Newark, 1179 University Drive, Newark, OH 43055** by January 1, 1993. Application will be considered until the position is filled. The Ohio State University at Newark is an Equal Opportunity/Affirmative Action

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FULL-TIME POSITION OPENING—3M. 3M Company has an opening for a Ph.D. I/O psychologist at its corporate offices in St. Paul, Minnesota. We are a global, technology-oriented manufacturing company with a wide variety of products and a reputation for innovation.

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Please send resume to: **Bonnie Herr, Staffing Manager, 3M Center, Building 224-1W-02, St. Paul, MN 55144-1000.** 3M is an equal opportunity employer.

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