

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

Editor:

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

Editorial Board:

Thomas Baker	Eduardo Salas
James C. Sharf	Margaret Wagner
Charmine Hartel	Robert Most
Karen May	

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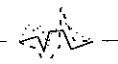


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January, 1993

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A Message From Your President

Wayne Cascio

As previous readers of this "message" know, my theme as president of SIOP has been to highlight the role of I/O psychology in a changing world. One objective that is consistent with this theme is to increase I/O psychology's impact on public policy at regional and national levels. As the nation wrestles with such vexing challenges as global competitiveness and evolving national policy on EEO, it is critical that our voice be heard. I'd like to take this opportunity to share with you several developments that are relevant to this theme.

I serve as a member of a board of senior scholars at the National Center on the Educational Quality of the Workforce (EQW), a partnership between the University of Pennsylvania's Wharton School and its Graduate School of Education. EQW is funded by the U. S. Department of Education. Its program of research and policy analysis takes as its principal challenge the renewal of American competitiveness through leveraged investments in the quality of the nation's workforce.

Of the dozen or so senior scholars on the EQW board, I am the only I/O psychologist. The remainder are predominately labor economists, along with a few sociologists, labor lawyers, and specialists in education. At each monthly meeting I am struck by the fact that so much of the debate centers on issues about which we as a field know a great deal: job analysis, derivation of essential KSAs, the validity of alternative assessment devices, and performance measurement, just to name a few.

Peter Capelli, a labor economist at Wharton, put the issue starkly into focus when he wrote: "There appears to me to be an almost complete divorce between the policy discussion, which is centered in fields like labor economics, education, and sociology, and the long-standing study of employer training and development practices centered in personnel psychology...Personnel psychologists have largely been left out of the policy debate, with the consequence that the policy discussion often seems completely ignorant of the findings in the training and development field."

In a 1992 APA convention symposium entitled, "I/O Psychology as Science: Past, Present, and Future," John Campbell characterized our field as a "cottage industry" because scientific findings derived by I/O psychologists have had only marginal impact on public policy. John is right. However, with a new administration in Washington that has given employment-related

training and development a high priority in the renewal of American competitiveness, a prime opportunity has presented itself for us to exercise influence in ways that we have not before.

EQW is having a direct impact by running periodic seminars for key decision makers in Washington. John Campbell, working through APA's Science directorate, is helping to ensure that the next edition of the Dept. of Labor's *Dictionary of Occupational Titles* reflects the cognitive demands of jobs. I am sure that other individuals and groups within our field are active at state and regional levels. I'd like to hear from you so that we can begin to assess the current state of I/O psychology's involvement in shaping public policy.

Through the courts, I/O psychology is having a more immediate impact on public policy. In early November, 1992, the Ninth Circuit Court of Appeals in San Francisco upheld the use of the sliding band procedure as a basis for promotion of the City's police officers. The procedure was developed by **Jim Outtz, Shelly Zedeck, Irv Goldstein**, and myself. The case is entitled, *Officers for Justice et al. v. Civil Service Commission of the City and County of San Francisco*. In a ruling by a 3-judge panel, the Court noted:

"In 1989, following decades of concededly discriminatory promotional procedures, the City, in concert with the Union, minority job applicants, and the Court, finally devised a selection process which offers a facially neutral way to interpret actual scares and to reduce adverse impact on minority candidates while preserving merit as the primary criterion for selection. Today we hold that the banding process is valid as a matter of constitutional and federal law...We find that the efforts exerted in this process culminated in a unique and innovative program which succeeds in addressing past harm to minorities while minimizing future harmful effects on non-minority candidates. The successful efforts of all parties and the district court in reaching this resolution are to be lauded."

As individuals working in and with organizations, I/O psychologists have much to contribute. A key challenge, however, is for the field to move beyond the status of a cottage industry to that of influential spokesperson on matters of public policy. It is a challenge that we must meet if I/O psychology is to play an active role in a changing world.

SIOP Annual Conference San Francisco Marriott April 29 - May 2, 1993

Bill Macey

Every year it just doesn't seem possible that SIOP can get both bigger and better. Without a doubt, though, this year's conference will include a number of "firsts." For starters, it's being held on the west coast. Second, the number of workshops being offered is the largest yet. And now, for the first time, there will be placement services available for those of you seeking or sharing job opportunities (see the article by Donna Denning in this issue of **TIP** for more information). Join your friends in making SIOP 1993 the best conference yet!

The San Francisco Marriott is a jewel. The facilities are ideal for a conference of our size and scope. Moreover, the location is superb; the hotel is within easy walking distance of numerous dining and entertainment opportunities. To make things even better, the hotel is offering a special "early bird" discount. Make your reservation prior to January 29, 1993 to take advantage of these special rates. If you can't register by that date, do make certain that you make your reservation before April 7, 1993. After that date, any reservation request is subject to the availability of rooms at the regular house rates.

United Airlines will be the official carrier of the conference. 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. Telephone United's Meeting Reservations Center (1-800-521-4041) to obtain information or make reservations. Reference ID number 531SG when you call.

In this issue of **TIP** you will find all the information you need to register for both the conference and the workshops. Please remember that the hotel reservations, the conference registration forms, and the workshop registration materials go to different addresses!

If you have any questions, please don't hesitate to contact me at 708-640-8820. Or, you can contact any member of the conference planning committee: **Steve Ashworth** (Local Arrangements), **Wayne Cascio**, **Georgia Chao** (Workshops), **Linda Hoopes** (Registration), **Rich Klimoski**, **Lynn Offermann** (Program), or **Craig Williams** (Workshops). I'll look for you in San Francisco!

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If you do not advance register by mail, you may, of course, register on-site at the conference.

Please note that we are unable to accept credit cards for advance or on-site registrations.

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NOTE: We are looking for a small number of graduate students and/or recent graduates who are interested in working at the registration desk for several hours during the conference. If you are interested, please write Dr. Hoopes at the above address, or send a FAX to (404) 455-8974 before Feb. 5, 1993.

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Prices listed above are in effect until January 29, 1993. An additional \$20 will be imposed after this date.

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WORKSHOPS
San Francisco Marriott Hotel
San Francisco, California

- SECTION 1** QUALITATIVE RESEARCH METHODS—David Fetterman and Martha Ann Carey
- SECTION 2** BEHAVIOR-BASED INTERVIEWING: FOCUSING ON YESTERDAY, TODAY, AND TOMORROW—Tom Janz and Gary Latham
- SECTION 3** CUT SCORES AND PERSONNEL SELECTION—Frank J. Landy
- SECTION 4** PROCESS AND PRODUCT: PROCESS CONSULTATION FOR BUSINESS RESULTS—Sandra L. Davis and Grant Davies
- SECTION 5** STAFFING AND DEVELOPMENT FOR ORGANIZATION FIT—Benjamin Schneider and Susan E. Jackson
- SECTION 6** THE FOUNDATIONS OF MANAGEMENT AND EXECUTIVE DEVELOPMENT: HOW TO GET PEOPLE TO CHANGE—(What counseling psychologists know that I/O practitioners can use) David B. Peterson and Mary Dee Hicks
- SECTION 7** EMPLOYMENT LAW UPDATE—Lawrence Ashe and Kelly Koelker
- SECTION 8** THE NEW PAY FOR PERFORMANCE—Edward E. Lawler III and Susan G. Cohen
- SECTION 9** IMPLEMENTING THE EMPLOYMENT PROVISIONS OF THE AMERICANS WITH DISABILITIES ACT OF 1990: FROM POLICY ISSUES TO ERGONOMICS—Janeth Smith and Deborah L. Gebhardt
- SECTION 10** JOB ANALYSIS: ADA COMPLIANCE—Erich P. Prien and Garry L. Hughes
- SECTION 11** MEASURING ORGANIZATIONAL CHANGE—Richard W. Beatty
- SECTION 12** TEAMS AS MANAGERS—Susan A. Mohrman and Monty Mohrman
- SECTION 13** DEFINING, MANAGING, AND CHANGING CULTURE—Marshall Sashkin and Craig C. Lundberg
- SECTION 14** PLANNING ORGANIZATIONAL TRANSITION—AND RECOVERING FROM IT: THE HUMAN RESOURCES PERSPECTIVE—Mitchell Lee Marks

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PRE-CONFERENCE WORKSHOPS

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 (check one) _____ APA/APS Member/Fellow
 _____ Graduate Student

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

Section Number	Section Title
1st Choice: _____	
2nd Choice: _____	
3rd Choice: _____	
4th Choice: _____	
5th Choice: _____	

Registration is by mail on a first-come, first serve basis. Please note that advance mail registration will close on **March 31, 1993**. All registrations received after that date will be processed as on-site registrations.

Costs (U.S. dollars):

- \$270— Members, Fellows, Student Affiliates of Society for Industrial and Organizational Psychology, Inc. (SIOP). (Division 14 of the American Psychological Association).
- \$355— Members and Fellows of American Psychological Association (APA) American Psychological Society (APS).
- \$410— Non-members/Fellows of SIOP, APA, APS.

- * Fee includes: All registration materials, lunch, and social hour. Additional tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.
- * Please make check or money order payable in U.S. currency to: SIOP Workshops.
- * Mail form and registration fee to:
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Center for Creative Leadership
One Leadership Place
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(919) 288-7210
- * Please forward a copy of your pre-conference workshop registration directly to the registrar even if your organization is sending the check separately (sometimes they don't send the form). Indicate on the copy of the form that your organization is paying. *Make sure your name is on the check* (sometimes organizations don't tell us who the registration money is for).

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

Workshop Schedule
April 29, 1993

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



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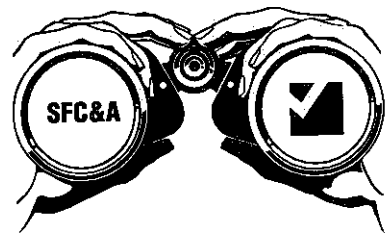
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SECTION 1 (HALF DAY) QUALITATIVE RESEARCH METHODS

David Fetterman
American Institute of Research

Martha Ann Carey
National Center for Nursing Research

As industrial/organizational psychologists, we have been well-trained in and are accustomed to using quantitative techniques in our research. We do use qualitative techniques every day, however, whether we realize it or not: We design surveys based on input from small samples (focus groups), we talk to people constantly (interviews), and we consult written policies and procedures (content analysis). We may be called upon to evaluate training outcomes, and again our natural inclination is to find some quantitative method, however inappropriate. Many of us have simply never been exposed to (or have not kept abreast of advances in) qualitative research methods that could supplement our quantitative techniques—and which, in some circumstances, may be more appropriate than our available quantitative techniques.

The purpose of this workshop is to expose participants to the principles that guide qualitative methods, to illustrate potential uses in organizational settings, and to provide some familiarity with interpretation of output from qualitative software packages. Relative strengths and weaknesses of each method discussed will be clarified, and the issue of blending qualitative and quantitative methods will be addressed.

This workshop is appropriate for anyone wishing to add to their arsenal of techniques. No previous formal training in qualitative methods is assumed.

David Fetterman has conducted extensive multisite evaluation research on local, state, and national levels. Agencies involved in this research include foundations, corporations, and academic institutions including the US Department of Education, the Centers for Disease Control, and the Kellogg Foundation. His published books include *Qualitative Approaches to Education: The Silent Scientific Revolution*; *Ethnography Step by Step*; and *Educational Evaluation: Ethnography and Theory, Practice and Politics*. David is President-Elect of the American Evaluation Association.

Martha Ann Carey is the methodological consultant for the National Center for Nursing Research at the National Institutes for Health. She has served as a scientific reviewer for the National Institute for Drug Abuse and such journals as *Evaluation Practice*, and *Qualitative Health Research*. She is currently editing *The Report of the Advanced Quantitative Methodology Institute*, 1992, which will be published in 1993. Martha Ann is a member of the Board of Directors of the American Evaluation Association (AEA), and is Co-Chair of the Qualitative Methods Topical Interest Group for AEA.

Coordinator: **Bill Strickland**, United States Air Force.

SECTION 2 (HALF DAY)
BEHAVIOR-BASED INTERVIEWING:
FOCUSING ON YESTERDAY, TODAY, AND TOMORROW

Tom Janz
Personnel Decisions, Inc.

Gary Latham
University of Toronto

The selection interview can be made reliable, valid, and practical through the use of behavior-based interviewing techniques. This workshop will present the three methods necessary for examining the applicant's behavior in the past, present, and future. Participants will acquire skills for developing and using a complete behavior-based selection system. In addition, Tom and Gary will cover briefly the research and experience trail leading to situational and behavior description interviewing. Participants will receive a bibliography.

The Situational Interview has its focus on tomorrow. Participants will learn to write situational dilemmas that force people to state their true intentions. In addition, they will develop a scoring guide and evaluate candidate answers against that guide. So as not to tip off the candidate on what the organization is looking for, the Patterned Behavior Description interview, with its focus on yesterday, will be presented second. In contrast to the situational interview, participants will learn probing skills for handling the silence, the bluff, and the slip. Third, participants will be involved in developing and participating in role plays that focus on the present. The role plays will include the development of a scoring guide to facilitate inter-observer reliability. Finally, the value of including a realistic job preview will be discussed. Both written and video examples currently being used in organizations will be shown.

Gary Latham is the Secretary of State professor of Organizational Effectiveness at the University of Toronto. He is a Fellow of both the American and Canadian Psychological Associations and the Academy of Management. Dr. Latham consults widely in industry. Among his steady clients are Scott Paper, Seattle First Bank, and Weyerhaeuser Company. Dr. Latham's books include *Increasing Productivity Through Performance Appraisal*, *Developing and Training Human Resources in Organizations* (both with K. N. Wexley), *A Theory of Goal Setting and Task Performance*, and *Goal Setting: A Motivational Technique that Works* (both with E. A. Locke). The latter book has been translated into Hebrew and Japanese.

Tom Janz is Director of Behavior Description Systems at Personnel Decisions, Inc. in the Dallas office. He is also on leave as Associate Professor in the Faculty of Management, University of Calgary. Prior to joining PDI, Dr. Janz was a partner at Human Performance Systems in Calgary. Dr. Janz's research and practice interests have been varied, ranging from expectancy theory to organizational culture to selection utility. He also has been extensively involved in the development of software to widen the application

of his research and techniques. He is a co-author of the book *Behavior Description Interviewing: New, Accurate, Cost Effective* (with L. Hellervik and D. C. Gilmore).

Coordinator: **Jay C. Thomas**, Jay C. Thomas & Associates.

SECTION 3 (HALF DAY)
CUT SCORES AND PERSONNEL SELECTION

Frank J. Landy
Penn State University

In the early days of personnel selection, candidates were arranged from high to low on the basis of test scores and the highest candidate was selected. This is known as "strict rank order selection." Various procedures have been suggested as alternatives to strict rank order selection. These include the use of the "rule of three," fixed bands, sliding bands, and cut scores set at various levels of inclusion/exclusion.

This workshop will explore the various methods for selecting a subset of candidates from a large pool. In addition, there will be a consideration of legal implications of various selection strategies as well as the need for differential strategies for selecting candidates from larger pools as a result of test type (physical, cognitive, etc.). The implications of the Civil Rights Act of 1991 and the recently enacted Americans with Disabilities Act will also be discussed in their relationship to cut scores.

Frank J. Landy is a Professor of Industrial and Organizational Psychology at Penn State University. He is also the Director of the Center for Applied Behavioral Sciences at Penn State. He founded and is President of the consulting company of Landy, Jacobs, and Associates and has dealt extensively in the areas of test development, validation and applicant selection. Dr. Landy has functioned as an expert witness in several judicial circuits on issues related to the establishment of cut scores. As President of SIOP, Dr. Landy was active in representing the views of the members regarding the Civil Rights Act of 1990 and 1991.

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

SECTION 4 (HALF DAY)
PROCESS AND PRODUCT:

PROCESS CONSULTATION FOR BUSINESS RESULTS

Sandra L. Davis
MDA Consulting Group, Inc.

Grant Davies
Davies Consulting, Inc.

This workshop focuses on the need to link the change process with the demand to produce business results. The organizational consultant, whether internal or external to the organization, must find ways to use the critical issues of the business for positive change and growth. The objectives of this workshop are to: 1) use real-time case experience to illustrate critical success factors of process consultation, and 2) give participants tools they can apply in their own practices.

The presenters, who have worked together on major change efforts, share a belief that successful process consultation uses a pull-in and push-out model. While billions of dollars are invested annually in process, unless process is tied to bottom-line outcomes, practitioners run the risk of seeing process regarded as fluff. This workshop combines the perspectives of an I/O psychologist with the pragmatics of a bottom-line planner.

Integrated into the workshop content is a stop-frame case which will allow participants to be part of consultation decision making. Through small group discussion, practice with model tools, and brief lectures, the workshop will involve the group in decisions regarding significant organizational and individual change efforts. This will demonstrate how to pull the outside in, how to create short-term successes, and how to help people become more adaptive.

Sandra L. Davis is President and Co-founder of MDA Consulting Group, Inc., a Minneapolis-based firm. She earned her Ph.D. at the University of Minnesota in 1973, stayed on as a faculty member for 4 years, and began consulting for a private firm in 1977. She has worked on numerous process consultation contracts with a wide ranging client base, she conducts leadership evaluations using assessment center methodology, and she has extensive experience in the design of human resource systems.

Grant Davies of Davies Consulting, Inc., in Washington, D.C., and Montreal is a CPA by training with an MBA from McGill University. Prior to forming Davies Consulting, Inc., he was a CPA with Touche Ross and subsequently a partner with Robert H. Schaffer Associates and the only non-industrial psychologist in the group. With more than 20 years of consulting experience behind him, Davies focuses on helping businesses in a climate of change to produce bottom-line business improvements.

Coordinator: **Jack Wiley**, Gantz-Wiley Research.

SECTION 5 (HALF DAY)
STAFFING AND DEVELOPMENT FOR ORGANIZATION FIT

Benjamin Schneider
University of Maryland at College Park

Susan E. Jackson
New York University

Traditionally, I/O Psychologists have been concerned with selecting and developing individuals for jobs. Technologies such as job analysis, validation, testing and training have focused on matching individual KSAOs with job requirements. Recently, there has been increased interest in issues concerned with staffing and developing for *organizations*. In this context, the concept of person-organization fit or congruence has emerged as central.

This workshop will focus on ways to conceptualize, measure, and manage person-organization fit. The workshop will deal with organizations and individuals, broadly conceived. For example, "organization" will be thought of in terms of units—work groups, teams, functions, total organizations, and so forth. Individuals will be conceptualized multidimensionally, including abilities, personality, values, and so forth. With regard to measurement, the workshop will address fit from the standpoint of diversity, similarity, and complementarity; the conceptual and management implications of these different definitions will be explored.

Managing staffing and development from a person-organization fit perspective will be reviewed. Issues such as the design of selection and socialization programs, training and career pathing and planning, and the negative as well as positive consequences of fit will all be reviewed with participants. Managing to balance the positive and negative consequences of fit will be a key issue in the workshop.

Benjamin Schneider is currently Professor of Psychology and of Business Management at the University of Maryland, College Park. He has been President of both SIOP and the Organizational Behavior Division of the Academy of Management. His most recent work has been on the assessment of service climate and culture, the design of human resources systems to enhance service organization effectiveness, and research on how "the people make the place." Dr. Schneider, along with Arthur P. Brief, edits Lexington Books' *Organizational and Management Series*. He is Vice President of Organizational and Personnel Research, Inc., a consulting firm that specializes in the design and implementation of strategically focused human resources approaches to organizational effectiveness.

Susan E. Jackson, Ph.D., is Associate Professor of Psychology at New York University. Her research interests include strategic human resource management and organizational approaches to working through diversity. She is editor of the second volume in the SIOP Practice Series, titled *Diversity in the Workplace: Human Resources Initiatives*. She is an active member of both the SIOP and the Academy of Management. In addition, she serves as

Consulting Editor for the *Academy of Management Review* and is a member of the editorial boards for the *Journal of Applied Psychology*, *Personnel Psychology*, and *Human Resource Planning*.

Coordinator: **Lynn Shore**, Georgia State University.

SECTION 6 (HALF DAY) **THE FOUNDATIONS OF MANAGEMENT AND** **EXECUTIVE DEVELOPMENT:** **HOW TO GET PEOPLE TO CHANGE**

(What counseling psychologists know that I/O practitioners can use)

David B. Peterson
Personnel Decisions, Inc.

Mary Dee Hicks
Personnel Decisions, Inc.

The concept of change is at the core of management and executive development. Understanding how individuals learn, develop, and change their job-related behavior is critical to many I/O psychologists. Knowledge of the psychological principles and techniques for individual behavior change can facilitate management and executive development as well as other change-oriented interventions.

This workshop is designed primarily for internal and external consultants who deal with challenging individual change situations, such as accelerating individual development or working with difficult people. The focus is not on organization development, training, or other programmatic activities, but on dealing with key individuals within change-oriented environments. Participants in this workshop can learn the principles of change and how to use them to help employees cope with change, develop new skills, improve their job performance, and achieve their potential.

This workshop will present a blend of theory and practice on basic approaches to individual change and development. We have two major goals—to help participants (1) understand the principles of change and (2) use those principles in applied settings, especially management training and executive development. The workshop will cover conceptual and theoretical frameworks of change, techniques for facilitating change and development, and utilize case studies and discussion.

David B. Peterson is director of PDI's Individual Coaching Services, which provide one-on-one coaching and skills training to managers and executives in a wide range of organizational and business settings. He heads a program of ongoing research on management development and individual change. Since he joined PDI in 1985, his major responsibilities have included individual coaching, managerial and executive assessment, training design and deliver, and assessment center work. He recently completed his Ph.D. in

industrial/organizational and counseling psychology at the University of Minnesota.

Mary Dee Hicks is a Vice President at PDI specializing in the individual development of managers and executives. For nine years she has worked with organizations to bring about positive changes in people. Her primary activities include assessment and coaching in the context of selection systems, training programs, assessment centers, executive consultation, and individualized coaching and counseling services. She holds a Ph.D. in counseling psychology from the University of Minnesota.

Coordinator: **Theresa P. Eyre**, Hewlett-Packard Company.

SECTION 7 (HALF DAY) **EMPLOYMENT LAW UPDATE**

Lawrence Ashe, Esq.

Paul Hastings, Janofsky & Walker

Kelly Koelker, Esq.

Paul, Hastings, Janofsky & Walker

Employment law has a continuing effect on programs developed and implemented by I/O psychologists and HRM specialists. Recruitment and selection procedures, employment of the disabled, and processing sexual harassment complaints are just a few specific issues that are of current interest. This workshop will address recent federal legislation, court decisions, and practical issues that may arise from pending and anticipated cases. Specific topics to be addressed include:

- Civil Rights Act of 1991, including demographic-norming and implications of the use of mental ability tests in selection.
- Integrity Testing
- Drug Testing
- Sexual Harassment
- Americans with Disabilities Act
- What's Next?

The program will discuss both legal requirements and their practical implications for organizational practice. This workshop is intended for individuals who have at least a basic knowledge of equal employment opportunity laws.

R. Lawrence Ashe, Jr. is a 1967 honors graduate of Harvard Law School. He has devoted over twenty-five years to the practice of employment, labor, and civil rights law. He has devoted particular attention to personnel selection and test validation issues, serving as a national counsel in this specialty for organizations such as Educational Testing Service, Edison Electric Institute, and General Motors Corporation. He has served successfully as lead trial counsel in several of the largest employment law class actions tried to date. Mr. Ashe is based in Atlanta, where he is a partner in and heads the East Coast Employment Law practice of the national law firm of Paul, Hastings, Janofsky

& Walker. Mr. Ashe has just completed a three-year term as Management Co-Chair of the American Bar Association's EEO Committee.

Kelly J. Koelker graduated with honors in 1986 from Duke Law School, where she was the Executive Editor of *Law & Contemporary Problems*. She received her undergraduate degree, *summa cum laude*, as well as a master's degree, from Ohio State University. Ms. Koelker has specialized in all aspects of employment law in the Atlanta office of Paul, Hastings, Janofsky & Walker since her graduation from law school. Her emphases to date include age discrimination litigation and appellate practice. Ms. Koelker is an active member of local, state, and federal bar associations, including the Employee Rights and Responsibilities Committee of the Labor Section of the American Bar Association. She is a frequent lecturer and writer on employment law topics, and serves as an Adjunct Professor at Emory University School of Law.

Coordinator: **Robert Gatewood**, University of Georgia.

SECTION 8 (HALF DAY) THE NEW PAY FOR PERFORMANCE

Edward E. Lawler III
University of Southern California

Susan G. Cohen
University of Southern California

For decades pay for performance has meant merit-based pay. Psychological research on merit-pay is extensive and generally instructive. The research tends to reveal numerous problems with merit-pay and suggests that it fits well only in a traditionally bureaucratic organization. As organizations change to become more team-based, more lateral in their operations, and more process focused, it is critical to change the nature of pay systems. This workshop will focus on new approaches for paying for performance and innovative approaches to pay that support other organizational forms. Specific attention will be given to gain-sharing, team-based pay, and skill-based pay. Pay strategies will be treated in a way that will emphasize the importance of fit with the overall management strategy of the organization, with specific focus on a more skills-oriented approach to human resource management. Concepts presented will be supported with practical examples from active research being conducted by the workshop presenters in a variety of different industries and organizational settings. Workshop participants will develop an understanding of the role of pay in organizations, and what approaches will have what effects when and why.

Edward E. Lawler III is Professor of Management and Organization in the Business School at the University of Southern California. He joined USC in 1978 and during 1979, founded and became director of the University's

Center for Effective Organizations. He has consulted with over one hundred organizations and four national governments on Employee Involvement, Organizational Change, and Compensation. The author of over 200 articles and twenty books, his works have been translated into seven languages. Dr. Lawler's most recent books include *High Involvement Management*, *Strategic Pay* (Jossey-Bass, 1990), *Employee Involvement*, *Total Quality Management* (Jossey-Bass, 1992), and *The Ultimate Advantage* (Jossey-Bass, 1992).

Susan G. Cohen is Research Scientist at the Center for Effective Organizations, Graduate School of Business, University of Southern California. She has done research and consulted on a variety of approaches to improving organizational effectiveness, including group empowerment and effectiveness, employee involvement, organization development and change, participative management, and strategies for executive education and management development. She is particularly interested in team effectiveness in white collar and service industries. Dr. Cohen is the author of several chapters dealing with customer service and top management teams in R. Hackman (ed.), *Groups That Work* (Jossey-Bass, 1990).

Coordination: **Catherine Higgs**, Allstate Insurance.

SECTION 9 (HALF DAY) IMPLEMENTING THE EMPLOYMENT PROVISIONS OF THE AMERICANS WITH DISABILITIES ACT OF 1990: FROM POLICY ISSUES TO ERGONOMICS

Janeth Smith, Human Resources & Benefits Division
Deborah L Gebhardt, Human Performance Systems, Inc.
City of Los Angeles

By 1994, approximately 50,000 employers in the public and private sectors will be required to comply with the broad scope of requirements of the Americans with Disabilities Act (ADA) which affords protection to an estimated 45 million individuals. To help employers and persons with disabilities learn about their rights and obligations under ADA, the Equal Employment and Opportunity Commission issued the Technical Assistance Manual on the Employment Provisions of the ADA. However, there are significant practical and policy-level issues that continue to challenge employers as they implement ADA in the workplace.

One area of the workshop will be focused on how organizations can: 1) establish effective ADA policies and procedures; 2) modify existing human resources practices to address employment-related reasonable accommodation issues; and 3) disseminate positive organizational communications to employees and potential employees regarding the provisions of ADA.

The second area of focus for the workshop will be on the practical issues that employers confront when implementing the "reasonable accommodation" provisions of the ADA. Emphasis will be placed on the types of job analysis information and the procedures necessary to evaluate whether a physical or medical reasonable accommodation is feasible and allows for the performance of the essential duties of a particular job. Through the use of case studies, workshop participants will learn how to obtain and assess ergonomic and perceptual motor (e.g. hearing) requirements that define essential job functions and allow for alteration(s) of the work setting. Also, the use of job analysis information in the design of physical assessment instruments and medical screening evaluations will be covered.

Janeth Smith directs the Human Resources and Benefits Division within the Personnel Department of the City of Los Angeles. In this capacity, she is responsible for overseeing the administration of the multimillion dollar employee benefits and employee development programs, as well as the administration of the City's Equal Employment Opportunity/Affirmative Action Program, including addressing issues related to reasonable accommodation. She serves on the Human Rights Committee of the International Personnel Management Association, for which she has published. She is also a member of the National Forum for Black Public Administrators, Mayor Bradley's Affirmative Action Task Force, and the Citywide Advisory Affirmative Action Committee.

Deborah L. Gebhardt is president of Human Performance Systems, Inc. She holds a Ph.D. in Biomechanics and Anatomy. Dr. Gebhardt has developed job analysis techniques that have been used to establish physical and medical standards that comply with the ADA. She has evaluated and modified the workplace to reduce the demands on the worker and to provide accommodations for individuals that enables them to function safely and effectively in the existing work setting. Dr. Gebhardt is presently conducting several projects that involve evaluation of jobs and the workplace to establish the essential job functions, job standards medical guidelines and examination, and reasonable accommodations. These projects are being conducted for a variety of industries.

Coordinator: **Philip Ferrara**, New York State Unified Court System.

SECTION 10 (HALF DAY) JOB ANALYSIS: ADA COMPLIANCE

Erich P. Prien, Performance Management Associates
Garry L. Hughes, Psychological Consultants to Industry

The enactment and clarification of the Americans with Disabilities Act created additional parameters for conducting job analysis and revitalized users for job analysis information for various human resource management activities. This workshop will focus on those aspects of developing job analysis questionnaires, defining job information requirements and developing application specifications which have changed in response to ADA requirements. While the evolution is still in a primitive stage, reasonable forecasts based on past research and development are feasible. Topics to be emphasized include identifying essential functions; selecting and defining the appropriate job analysis judgments; and preparing job information displays to address specific applications, including the development of content oriented tests, and job design/redesign with reference to requirements for reasonable accommodation. The workshop will include a demonstration of a computer software routine for handling job analysis information and participants will receive a gratis copy of the software. Participants are expected to possess working knowledge of the questionnaire approach to job analysis and have working knowledge of the ADA Act and EEOC Technical Assistance Manual, since neither of these topics will be presented in the workshop.

Erich P. Prien (Performance Management Associates) is a practicing I/O psychologist and has been conducting job analysis studies for the past 35 years. He has published research and reviews on job analysis and has consulted extensively with business and industry as well as numerous governmental agencies. During the past 15 years, he has developed numerous procedures for the use of job analysis data.

Garry L. Hughes (Psychological Consultants to Industry) is an I/O psychologist with extensive experience in developing job analysis procedures including various applications software. He designed the Candidate Assessment Program (CAP), the vehicle for conducting individual assessments based on his earlier work in designing the Principal Selection Software Program (PSSP) for the Department of Education and Administrator Needs Assessment Program (ANAP). He has collaborated with Dr. Prien on numerous projects and research studies.

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

SECTION 11 (HALF DAY) MEASURING ORGANIZATIONAL CHANGE

Richard W. Beatty
Rutgers University

Competitive pressures cause successful organizations to engage in various continuous improvement activities to gain and sustain a competitive advantage. These may take many forms, but often force a re-examination of employee mindset, the nature and determinants of work and leader behavior. This workshop will focus on these three aspects of organizational change and how they may be measured.

The measures presented come from various industries (manufacturing, retailing, and pharmaceuticals) and demonstrate the power of database instruments which capture not only strength of sentiment about employee mindset, work effectiveness, and leadership but also specific information about what may be done to improve in these areas. This fact-finding approach can build a database that not only serves as a foundation for measuring bottom-line results, but also leads to re-energizing an organization's workplace and workforce at all levels.

Participants will be provided with a structured approach to designing financial, operational, and behavioral measures (appropriate for any organization) that lead to "breakthrough" for an organization's competitive advantage (e.g., speed, quality, cost, customer success).

Richard W. Beatty is Professor of Industrial Relations and Human Resources in the Institute of Management and Labor Relations at Rutgers University. The author of several books, including *Personnel Administration: An Experiential Skill-Building Approach*, *The Performance Management Sourcebook*, *Performance Appraisal: The Assessment of Human Behavior at Work*, and *The Productivity Sourcebook*, Dr. Beatty earned his MBA from Emory University and Ph.D. in organizational behavior and industrial psychology from Washington University.

Coordinator: **Craig Eric Schneier**, Craig Eric Schneier Associates.

SECTION 12 (HALF DAY) TEAMS AS MANAGERS

Susan A. Mohrman
University of Southern California

Monty Mohrman
University of Southern California

The growing use of teams has resulted in teams assuming a number of functions traditionally performed by managers. These functions include the self-management of work flow and team involvement in their own

performance management. The workshop will focus on the way in which these management functions are performed by different kinds of teams, and the ways in which the organizational systems for managing performance must change to fit with a context where the performing units are teams. It will deal with goal-setting, development, appraisal, feedback, and rewards and recognition. It will also deal with various coordination mechanisms and their relevance for team management.

Susan Mohrman is a Senior Research Scientist at the Center for Effective Organizations in the Graduate School of Business at the University of Southern California. She has also been on the faculty of Organizational Behavior at USC, and has been a Visiting Lecturer at Ohio State University in the School of Administrative Sciences. Dr. Mohrman received her Ph.D. in Organizational Behavior from Northwestern University. She has published papers in professional journals and books on the topics of: 1) employee involvement; 2) innovative approaches to the design of organizations; 3) organization development and change; 4) high technology organizations; 5) union management cooperative projects; and 6) innovative research and evaluation methodologies. Dr. Mohrman has been actively involved as a consultant and/or researcher to a wide variety of organizations which are instituting innovative management systems and organizational designs.

Monty Mohrman is the Associate Director of Research and a Research Scientist in the Center for Effective Organizations, (CEO). The CEO is in the Graduate School of Business Administration at the University of Southern California and is dedicated to original research concerning the effective integration of organizations and their human resources. Prior to his present position, Dr. Mohrman was a faculty member in the College of Administrative Sciences at the Ohio State University. He earned his Ph.D. in Organizational Behavior from the Graduate School of Management at Northwestern University. Dr. Mohrman has extensive research and consulting experience in both public and private sector organizations. He has published in the areas of organization development, participation in decision making, performance management, quality of work life, and organizational impacts of information technology.

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

SECTION 13 (HALF DAY) DEFINING, MANAGING, AND CHANGING CULTURE

Marshall Sashkin
Marshall Sashkin & Associates

Craig C. Lundberg
Cornell University

The concept of organizational culture has become increasingly popular, both in research and consulting practice. In this workshop, we will first review

an assortment of definitions of organizational culture, combining and synthesizing what we can to create a general definition that most researchers and consultants would find reasonable. We will then explore the issue of the subjective vs. objective nature of culture, coming down squarely in the middle, with the view that culture is neither an objective reality nor a personal subjective construction. Our conclusion leads to the view that both qualitative and quantitative measurements are feasible, appropriate, and (probably) necessary. We will review various quantitative assessment approaches and then explore approaches to culture assessment from a qualitative perspective. The workshop will incorporate some limited hands-on experiences with both types of measures. Finally, we will examine what is known about managing and changing culture, concentrating specifically on the strategies used by leaders to define, manage, and alter organizational culture. There will be a particular focus on the organizational culture that supports "total quality management," in order to provide a more concrete and specific referent. However, the basic aim of the workshop is to ensure that workshop participants leave with a solid grounding in the concept of culture, in culture assessment approaches, and the means by which we believe cultures are defined, managed, and changed.

Marshall Sashkin is OERI Senior Associate in the U.S. Department of Education's Office of Educational Research and Improvement, as well as Professorial Lecturer in Psychology and Administrative Science at the George Washington University. He has developed several questionnaire measures of organizational culture and conducted research and consulted on assessing and changing culture in large organizations. His clients include two Fortune 50 organizations. His most recent work centers on the culture of total quality management and he is co-author of the book *Putting Total Quality Management to Work* (Berrett-Koehler, 1993).

Craig C. Lundberg is Professor of Organizational Behavior in the School of Hotel Administration, Cornell University. His approach to understanding organizational culture is primarily qualitative. He has written widely on the subject of organizational culture and consults frequently on organizational design, development, and strategy. He is co-author of *Organizational Culture* (Sage, 1985).

Coordinator: **Jeffrey S. Schippman**, Performance Management Associates.

SECTION 14 (HALF DAY) PLANNING ORGANIZATIONAL TRANSITION—AND RECOVERING FROM IT: THE HUMAN RESOURCES PERSPECTIVE

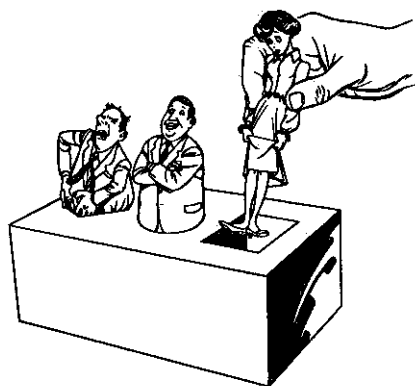
Mitchell Lee Marks
William M. Mercer, Incorporated

During the 1980s and 1990s, a growing number of organizations have undergone transformations with regard to product quality and a focus on customer service. In addition, numerous organizations have downsized, been merged or acquired, streamlined operations, or restructured. Often, these transitions have had unintended negative consequences on employee well being, team performance, organizational effectiveness, and corporate culture. In organizations engaged in multiple waves of transition, the psychological relationship bonding employer and employee has significantly eroded.

This workshop examines the key factors that distinguish successful and unsuccessful transitions, emphasizing human resources dynamics during the planning phase. It presents a model to help organizations recover from the impact of transition, including methods for overcoming employee cynicism, rebuilding team performance, and identifying smarter ways of accomplishing work. It describes how to use the transition recovery phase as an opportunity to enhance morale, strengthen communications, improve productivity, articulate and build the desired culture, and clarify the new psychological work contract. Attendees will benefit from discussion of key issues in the transition process and cases studies of organizations planning and recovering from transition.

Mitchell Lee Marks, Ph.D. is a Principal in the Los Angeles office of William M. Mercer, Incorporated, the world's largest human resources consulting firm. He regularly works with organizations that are planning, implementing, and recovering from transition. Clients include Chemical Bank, Bank of America, MCA, Hewlett Packard, Southern California Edison and others in the health care, manufacturing, communication, high technology, and consumer products industries. Dr. Marks is nationally recognized for his consultation and research contributions and a frequent author and speaker on organizational change. He is co-author of *Managing the Merger* (Prentice Hall 1992).

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



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1993 SIOP Doctoral Student Consortium

Roseanne J. Foti
Virginia Polytechnic Institute

Dirk D. Steiner
Louisiana State University

The program for the Eighth Annual SIOP Doctoral Student Consortium has been finalized. Advance registration is necessary to attend the consortium. By now, all Ph.D. programs should have received the program schedule and registration materials. To provide students with a better opportunity to interact with speakers and other students, enrollment in the consortium is limited to a total of 40 students. A maximum of two students can participate from each program.

The consortium will be held *Thursday, April 29, 1993* from 8:00 a.m. to 5:00 p.m. at the Wells Fargo Conference Center in San Francisco. We have selected speakers to represent a variety of perspectives. Speaking about their research will be: **Jack Feldman** of Georgia Tech, **Denise Rousseau** of Northwestern University, **Craig Russell** of Louisiana State University, and **Francis Yammardino** of SUNY-Binghamton.

Recipients of the S. Rains Wallace and the Ghiselli Awards will participate in a discussion with **Neal Schmitt** of Michigan State University and the **Journal of Applied Psychology** on the publication process. The S. Rains Wallace Dissertation Award recipient is **Elizabeth Wolfe Morrison**, and the Edwin Ghiselli Award for Research Design recipient is **Julie B. Olson**.

The consortium includes breakfast and lunch and will conclude with the speakers participating in a panel discussion on career and professional development issues.

We are grateful to all the speakers who have agreed to help us provide an outstanding opportunity for graduate students. For further information, please contact **Dirk Steiner** at (504) 388-4110.

SIOP '93: Off to San Francisco

Lynn R. Offermann, Program Chair
George Washington University

After a grueling but fun weekend of decisions and drudgery, SIOP's Program Planning Subcommittee—**Ellen Fagenson, Carlos Rivero, Chris Sager, Marc Sokol, Vicki Vandaveer**, and I—emerged on Sunday evening from GW's psychology lounge with an exciting schedule of programs and activities for our 1993 conference in San Francisco. The program looks terrific!

The trend of record numbers of submissions remained unbroken: we had 469 submissions, up from 399 last year. Poster submissions showed the greatest increase. Each submission was sent to three reviewers, matched by content to the reviewers' expertise areas. Most reviewers not only rated submissions, but also made comments to be returned to the authors. We then averaged reviewers' ratings, ranked submissions by average ratings, and accepted only those submissions with the highest ratings.

While blessed with large numbers of excellent submissions, the curse of the last few years has been what we believed was an undesirably low acceptance rate, particularly for poster submissions. We thought that too much work of high-rated quality had to be turned away in the past. Fortunately, we were able to acquire additional program space and time in the San Francisco Marriott, as well as some larger space. As a result, our program in San Francisco will run until 6 p.m. Friday and Saturday. We were also able to schedule 4 larger poster sessions, two on Saturday, two on Sunday and hit the 57% acceptance rate on posters that we wanted. There were still good submissions that had to be turned away—in fact, we rejected a few more posters than last year—but we were able to increase the acceptance rate.

Scheduling the accepted submissions across SIOP Program days is indeed a mind-boggling task. We tried to balance session content across time bands, while at the same time taking care that no one was scheduled to be in more than one place at one time. Even so, as we reviewed the schedule, we all agreed that it looked excellent, but presented us the usual dilemmas of wanting to be in several places at the same time. SIOP has an abundance of rich talent, forcing difficult choices. The schedule we decided upon is reflected in our acceptance letters, and should be considered tentative until you receive the official conference program.

Due to the realities of air travel out of San Francisco, the Program Planning Committee was encouraged to consider shortening the program day on Sunday to accommodate those returning to the East Coast. Hence, the program will end at 12:30 p.m. on Sunday. Due to the time extension on Friday and Saturday, as well as additional room availability for invited and award addresses, we were able to accommodate this change while still increasing slightly the number of scheduled programs over the three days. **Note that Sunday is an important day at the conference, and that there will be many excellent sessions and speakers that morning. You won't want to miss it. So please make your travel arrangements accordingly.** The earlier ending time should make it possible for most people to stay through the entire conference and still fly home on Sunday.

Planning the SIOP Conference is a mammoth undertaking, with success dependent on the assistance of a great many charitable souls. Thanks are due to all of you who submitted work for conference presentation, the 95 reviewers who spend many hours diligently reviewing submissions, and the

Program Planning Subcommittee members listed above who gave extensively of their time, talent, and good humor to bring the conference program together. After a day-and-a-half of debate and hard choices, by Sunday lunch we had not only agreed to an entire conference program, but even all ordered the same sandwich for lunch!

Thanks are also due to members of the George Washington University community (faculty, students, and alumni) who helped, and continue to help, in this process: **Michele Armitage, Marchonie Auguste, Andrea Bright, Bob Caplan, David Foster, Peta Sue Hellman, Phil Lewis, Mindy Lockshin, Terry Olsewski, Maribel Roldan Perez, Shirley Ross, Lisa Stock, Judy Vadja, Deborah Whetzel, and Jeffrey Worst.**

San Francisco, here we come!

SIOP JOB PLACEMENT SERVICES: Past, Present, and Future

**Donna L. Denning
City of Los Angeles**

As a large professional organization, one that is the primary professional affiliation of many of its members, the Society for Industrial and Organizational Psychology should consider its role in assisting members in job placement. This consideration should include the needs of members both as job-seekers and as employers.

This was the conclusion that emerged from the Executive Committee during its meeting in the Fall of 1992. Accordingly, work has begun to determine exactly what member needs and desires are and how to best address them.

Past

Prior to incorporation as an independent entity, SIOP was subsumed exclusively by the American Psychological Association. As one of its many divisions, SIOP (Division 14) benefitted from the job replacement activities of APA, namely extensive job listings in the APA Monitor (sent monthly to all APA members), and a complete placement service at its annual convention. Convention services included everything from providing materials to register for job placement services to providing actual interview space, schedules, and so forth, at the convention.

Present

Although SIOP members who also belong to APA are eligible for these same services from APA, not all SIOP members are still members of APA. Further, even among those SIOP members who are members of APA, attendance at the APA annual convention has decreased dramatically in the seven years since SIOP introduced its own annual conference. Finally, with the possible exception of announcements for jobs in academia, the heavy emphasis in the APA Monitor on jobs for health care providers has long rendered it a less than optimal job search source for I/O psychologists.

SIOP has one unique job placement service, the *Positions Available* section of **TIP**. The main limitation of this service is its quarterly publication schedule and longer lead time requirement. At its annual convention, SIOP has had no organized job placement service available, but even a casual observer would no doubt notice an active exchange of telephone calls and note-swapping to this end.

As the eighth annual conference approaches, April 30-May 2 in San Francisco, tentative plans for inclusion of some sort of placement service are being developed. Thus far, it appears that the service will consist of a pre-conference mailing of forms to be completed by job-seekers or potential employers. Upon return back to SIOP, the forms will be compiled into notebooks for reference at the convention. While nothing so formal as providing actual interview space is planned at this time, an attempt will be made to provide an improved message center.

Future

One thing is certain regarding the upcoming conference: The needs and desires of SIOP members regarding placement services will be solicited. This is an area in which responsiveness to the membership seems essential; all current activities are on a pilot basis only until member response, and further suggestion, can be obtained and evaluated in the planning of future activities.

If you have any comments or questions at this time, please contact: **Donna L. Denning, City of Los Angeles, City Hall South-Room 103, 111 E. First Street, Los Angeles, CA 90012, (213) 485-2464.**

SECOND ANNUAL SIOP 5K RACE

As many of you will remember from Montreal, SIOP had a very successful 5K race on the top of the mountain. There were 100 participants and several dozen volunteer race assistants. We would like to do something similar this year in San Francisco. The race will be someplace flat and as close to the hotel as we can get. Possibly the Embarcadero or Golden Gate Park. It would be useful, for planning purposes, to know if you will be running or helping this year. If you will participate, please mail or FAX the slip below to:

Frank J. Landy
CABS
Research Building D
Penn State University
University Park, PA 16802
FAX#: (814) 865-3309

I plan to participate in the SIOP 5k race this year as:

(Circle One)

a) a runner/walker

b) an administrative volunteer

Name _____

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IOTAS

Kurt Kraiger
University of Colorado at Denver

Happy New Year! A new year, a new administration, and a new SIOP conference around the corner. That means that three items should appear immediately on your to-do list: 1) *Reserve a room*—you have until the end of January to take advantage of the conference rate; 2) *start training*—the second annual Frank Landy Memorial 5K Run should be bigger and better than last year's; 3) *start shopping*—the conference will also be the scene of the second annual Best Tie and Worst Tie contest. **Scott Tannenbaum** is a favorite for the former, and **Mike Coovert** could contend for both, depending on the day.

Letters to the Editor

Letters and comments from the mailbox:

Letter: **Eduardo Salas** of NTSC writes and asks whether anyone will notice that his Research Support column is absent this issue.

Comment: *Ed, my man, get a life.*

Letter: **Jose Cortina** of Michigan State responded to last issue's IOTAS, and wrote to argue that when the unnamed SIOP member boarded the wrong plane in Pittsburgh, he was not engrossed in "busy work" as I noted, but was in fact grading Jose's comps answers.

Comment: *Heads up, babe—the prosecution rests.*

Letter: **Richard Barrett, S/Sgt. (Ret.)**, wrote to take exception to Wally Booth's assertion that a LATRINE CLEANER was a job no one would want. Richard noted that a Latrine Orderly was the best job in basic training, since "it only took an hour to freshen up the premises...allowing one time to sit in the sun or take in a movie."

Comment: *No more questions, your honor.*

Good News

In the April 1992 **TIP**, Ed Locke alerted SIOP members to the plight of **Linda Gottfredson** of the University of Delaware, who ran into a series of restrictions and tenure hassles after co-authoring an article on race-norming. Word now comes that Linda and co-author Jan Blits reached an out-of-court settlement last spring, ending almost three years of political interference in their research. A letter from Linda appears elsewhere in this **TIP**.

Jim Morrison completed a two-week stint as a volunteer mental health worker for the American Red Cross in Florida. Upon completion, he read an urgent plea from Jack Wiggins, APA President, for psychologists to volunteer for service in south Florida in the aftermath of Hurricane Andrew. Jim did a

quick "U-ie" and wound up back in Florida, working in the Robert E. Lee shelter in Miami. Jim described the experience as stimulating, exhausting, satisfying, and one which other professionals should support.

Kevin Love (Department of Management, Central Michigan University) was recently honored by the Governor and State Legislature as a *Distinguished Faculty Member*. The honor was bestowed by the Michigan Association of Governing Boards for excellence in teaching and research at a Michigan college or university.

But wait, there's more:

Dean Tjosvold was named a University Research Professor by Simon Fraser University in 1992.

Finally, the Institute of Scientific Information recently conducted a study in which they determined the highest impact authors in psychology. Impact was based on a combination of number of articles and citations during the period 1986-1990. **Paul Spector** of the University of South Florida was the highest ranked I/O psychologist on the list, and the only one appearing in the top 50. Mercifully, Dr. Joyce Brothers did not appear in the top 300.

Comings and Goings

Gene Johnson, formerly a personnel research psychologist with the U.S. Office of Personnel Management, will be joining the faculty of the University of Auckland, New Zealand's Department of Management Studies and Labour Relations. Gene is interested in maintaining contact with other researchers and can be reached at: University of Auckland, School of Commerce, Department of Management Studies & Labour Relations, Private Bag 92019, Auckland, New Zealand, 011-64-9-3737-999.

Jack Edwards will be on temporary assignment in Washington, D.C., until March, 1993, serving as Science Advisor to the Chief of Naval Personnel. In April, he will return to the Navy Personnel Research and Development Center in San Diego.

Personnel Decisions, Inc. has expanded again, opening an office in Houston this fall. PDI also announced that **Elaine Eisenman** was named general manager of their New York office, and **Howard Carlson** has left General Motors to represent PDI in the Detroit area.

Bill Strickland has moved across town, leaving his position of Deputy Director of Air Force Recruiting Operations at Randolph Air Force Base for his new job as the Air Force's Director of Human Resources Research. Headquartered in Brooks Air Force Base in San Antonio, Bill will oversee the activities of the Air Force's manpower and personnel, technical training, flying training, and logistics research division. Bill invites anyone passing through San Antonio to feel free to drop in.

And Finally

Bill attended Ohio State several years before I did, and was already something of a legend by the time I arrived. This legend grew from Bill's tendency to always turn in paper assignments which were *complete, yet half the required minimum pages*. To thwart him, the story went, the faculty continually reduced the page requirements with successive assignments, but Bill would always halve them nonetheless. Imagine being a classmate who was witness to—and participant in—this competition! I've always maintained that one of the biggest differences between undergraduates and graduate students, is that when they receive a paper assignment with a page requirement, the undergraduate wonders how they can *fill up* that many pages, while the graduate student wonders how they can *hold it down* to that number. The legend suggests that Bill would have been a great bud as an undergraduate, but the guy you'd love to hate in graduate school.

TIP PROFILES: Susan E. Jackson

Karen E. May

University of California, Berkeley

Susan Jackson's interest in research began at the University of Minnesota, Morris where, as an undergraduate, she was involved in projects in the areas of perception, physiology, and social identity. Early on, it looked as if she might become a physiological psychologist, but after spending one very long Christmas vacation working with lab rats, she decided to explore other areas of psychology and eventually found social psychology to be most interesting.

With a double major in psychology and sociology, she entered the Ph.D. program at University of California, Berkeley in social psychology. Much of the work she conducted during her first few years in graduate school emphasized measurement; she worked with Christina Maslach to develop the Maslach Burnout Inventory (MBI) and, for a master's thesis, developed an instrument to measure commitment to social identities (Jackson, 1981).

Up to that point, Susan was pursuing research on social identities and burnout without much awareness of the field of I/O psychology. As she found that issues in applied research appealed to her, she began to conduct research with Shelly Zedeck on goal-setting, shiftwork, and work-family issues. During her time at UC Berkeley, both Rick Arvey and Wayne Cascio were visiting professors; her contact with them and her work with Zedeck drew her to I/O psychology. Still a social psychologist at heart, she saw the decision to

become an I/O psychologist as a way to apply social psychology to research on behavior in organizations.

Susan's dissertation examined how individuals' participation in decision making influences their job-related role conflict and role ambiguity. In a field experiment conducted in a university hospital, she implemented a program to increase worker participation in decision making and demonstrated that participation reduced job-related strain.

In an unexpected turn of events a few years later, her work on role conflict and role ambiguity (Jackson & Schuler, 1985) led to an interest in meta-analysis. While spending many hours one summer conducting a meta-analysis using a hand calculator, Susan found she had plenty of time to reflect on what the various statistical corrections used in meta-analysis actually do to the data and the assumptions one must make to justify such corrections. She also gained an appreciation of how meta-analytic techniques narrow one's focus to emphasize easily quantified features of a study. These reflections led her to wonder aloud whether meta-analysis would impede creative theory development (Jackson, 1984), which she felt was most likely to occur when reviewers attended to the qualitative aspects of research reported in our journals, and to urge others to proceed carefully when employing meta-analytic techniques (e.g., Guzzo, Jackson, & Katzell, 1987).

In the 10 years since she left UC Berkeley, Susan has worked in two psychology departments (University of Maryland and New York University) and two business schools (New York University and University of Michigan). Currently, Susan is on the faculty of the psychology department at New York University. As Susan searched for the perfect person-job fit, the time she spent in business schools made an indelible mark on her work. This mark is particularly visible on her extensive work with co-author Randall Schuler linking strategic management to human resource practices (e.g., Schuler & Jackson, 1987). She sees this area as one where I/O psychologists can—and should—contribute to improving HR practice by helping organizations design technically appropriate human resource systems that address social and economic imperatives.

Susan also writes extensively on issues of diversity. As early as 1984, Susan was beginning to study top management team composition in venture companies. She continued that line of research with Karen Bantel, exploring the relationship between innovation in the banking industry and the composition of the top management team (Bantel & Jackson, 1989). She continues to study diversity issues, both in top management teams and in the workplace in general. Among her more recent works is an edited volume, *Diversity in the workplace: Human resources initiatives* (Jackson, 1992) which is a compilation of articles co-authored by academics and practitioners describing programs developed in response to increasing workforce diversity.

The book has been well-received, as scientists and practitioners are trying to learn as much as possible about approaches to managing diversity.

Susan's work can be described as interdisciplinary since it often bridges different research areas. While this approach to research is stimulating, it can also be problematic. For example, she recalls that the article describing the development of the MBI was submitted originally to the *Journal of Applied Psychology*. It was returned, unreviewed, because the editor felt it was not appropriate for the journal; a clinical psychology journal was recommended as an alternative outlet. But clinical psychologists felt the article didn't fit their field either, and suggested the article should be submitted to an I/O journal. Eventually, the article was published in the *Journal of Occupational Behavior* (Maslach & Jackson, 1981). Since then, it has been used extensively by other researchers studying job stress and burnout, and is now the most widely used measure of employee burnout—even by I/O psychologists. The issue of fit has come up for other work as well. Initially her work with Schuler on strategic human resource management seemed to not fall easily into either strategic management or I/O psychology. While she admits to being frustrated by discipline boundaries, Susan firmly believes that her work benefits from the influence of multiple fields and sees this as a desirable feature. Currently, she is working to integrate her interests in diversity and strategic human resource management.

When asked where she thinks I/O psychology should focus, she suggested several issues that are likely to shape our future. She feels we, as I/O psychologists, need to actively consider our role as scientists: To what extent should we strive to discover new, basic knowledge about human behavior versus demonstrating that the knowledge we have can be usefully applied to improve the workplace? To what extent do we want to strive to have our work be "value-free" versus using our knowledge to advocate policy directions? To what extent is our orientation, which often adopts the perspective of management, consistent with our objectives? Decisions about how much to emphasize discovery, demonstration or advocacy will shape the direction and nature of our work. Along with our own role and self definitions comes the issue of visibility—Susan stressed the importance of ensuring that the field of psychology and the general public is aware of contributions made by I/O psychologists.

Regarding the scientist-practitioner model, she sees the forces separating people into two camps are very real, reflecting the changing work environments of I/O psychologists. She strongly supports efforts to bridge the two approaches, such as the current direction of *Personnel Psychology*, but she worries that the market demand for I/O research may decline. So, as we consider what we want to accomplish as a field we should also attend to our changing environment.

When asked what advice she would give to people getting started in the field, she said it is important to first formulate your priorities and then continually evaluate your work against those priorities. She suggests, "ask yourself whether the work you are doing is consistent with your personal and professional goals." While this sounds obvious, she feels it is surprisingly easy to get side-tracked by pressures and opportunities in your environment. Second, plan for a career that has flexibility. Build flexibility into your goals and "anticipate the unexpected or be prepared for the consequences."

Susan is an insightful and prolific scientist. She has made theoretical contributions in the areas of workforce diversity, strategic human resource management, and job stress and burnout, and we can look forward to the integration of those research areas as she continued to help define the field of I/O psychology.

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John C. Flanagan: The power of planning

Robert Most
Consulting Psychologists Press

John D. Flanagan gave psychology a lot during his career; among his many accomplishments was the Aviation Psychology Program, the development of the American Institutes for Research (AIR), Projects TALENT and PLAN, and the development and extensive use of the critical incident technique. For this article I interviewed Dr. Flanagan over lunch, queried William Clemans, a

former Vice President of AIR and Director of the Palo Alto office, and reviewed a number of documents about Dr. Flanagan's method and accomplishments. Through it all I was assisted by Stephen Jung, a former assistant to Dr. Flanagan. The impressions of the man that I am left with are: the power of goal setting, information gathering, organization, and hard work to accomplish his objectives.

Some might say that Dr. Flanagan was lucky but he always took advantage of opportunities. One of the key driving forces of his early years was his love of football.

John's penchant for planning...was manifested by his teens when he convinced his parents that he should stay out of high school for a year so that he could grow large enough to make the football team. He overestimated his growth rate, however, and failed to make the high school team, but John was not dissuaded; he persisted in his plan. He enrolled at the University of Washington, earned his numerals as freshman, stayed off the team and grew some more as a sophomore, played halfback part-time as a junior. When laboratory requirements interfered with football practice, he transferred from electrical engineering to the college of education, majoring in physics with a minor in math, and finally as a senior he fully achieved his goal by becoming the starting quarterback on the varsity squad (Clemans, 1988).

John indicated over lunch that he became quarterback when the starting quarterback got suspended for hazing the student body president.

John got married on graduation from college, obtained a master's degree in education from the University of Washington and taught at Renton High School for a year. He wanted to coach football but the coach at Renton was a graduate of a rival college so John took a job teaching math and coaching at Cleveland High, which had never won a varsity football game. John's plan was to coach the freshman team and follow them up to varsity. His team was "wonderfully successful" (Clemans, 1988).

One memory that was very salient for John during our lunch was the summer seminar at Yale he took with Truman L. Kelly of Harvard, Edward L. Thorndike of Columbia Teacher's College and Boyd H. Bode of Ohio State. During this summer he swam and enjoyed social activities with Truman Kelly and decided to go on to a degree at Harvard partly because of the relationship.

John was offered a fellowship at Harvard under Kelly. He took only two years to receive his Ph.D. in Mental Measurement. A data set of Bernreuter Personality Inventory scores was available so he used it to study factor analysis, specifically Hotelling's Method of Principal Components (Flanagan, 1935). He did the analysis by hand and checked it with a mechanical desk calculator. His analysis showed that 78 percent of the variance of the four Bernreuter scales was in one factor and 18 percent in a second factor. Stanford

University Press, the publisher of the Bernreuter, published John's dissertation and added the scales to make six Bernreuter scales. The new scales were called F1-C (Confidence) and F2-S (Sociability).

The great depression was getting deeper and John was looking for a job. A job opened up at the University of Rochester. Truman Kelly got an ex-student of his then working at the Cooperative Test Service (CTS) in New York to take the University of Rochester job and John went to CTS to finish the last year on a four year project. While at CTS he worked on achievement testing and published 22 articles over a seven year period.

The Director of CTS, Ben Wood, allowed John to moonlight on a part-time job for the Pioneer Foundation. The Foundation wanted him to survey, as he put it, "ways to improve the American stock." They decided to survey U.S. Army Air Corps Officers, and he employed Capt. Loyd E. Griffis, on leave from the Air Corps, to be an interviewer. In their research they discovered that one motivator to have more than two children was providing money to educate the children (Flanagan, 1942).

In the spring of 1941 war was coming and because of his research experience, Capt. Griffis was promoted to Major and appointed Chief of the Research Section. Griffis hired John to develop an Aviation Psychology Program and John was commissioned as a Major in the Reserve Corps. John knew that many excellent psychologists would be facing the prospect of being drafted into the service so he was able to hire top psychologists and bring them in as Majors, Captains, and Lieutenants. As John put it during our lunch, "I really picked the cream." and "I got practically everything I wanted."

Over the next five years more than 150 psychologists were commissioned into the program and they employed more than 1,400 individuals with some background in psychology as psychological assistants. The program was by far the largest and most applied effort in the history of psychology. Among the psychologists, five were later to be elected presidents of the American Psychological Association and eleven were officers or members of the APA Board of Directors. The research was not limited to selection and classification, but included training and human factors in the design of equipment as well.

John was frustrated that the World War I psychology program was poorly documented so as World War II drew to a close he assigned 18 editors from among his staff to supervise the writing of reports of the findings of the Aviation Psychology Program research. This resulted in 19 volumes with John writing the overview himself (Flanagan, 1948). The volumes were known informally to those in the program as "the story of how the psychologists won the war" (Clemans, 1988). These 19 volumes should not be overlooked by I/O psychologists because they are a rich source of applied research and methodology.

John was now a Colonel in the Air Corps; he considered staying, but decided to leave when he learned that only those with pilot credentials would be considered for the rank of brigadier general and above. His objective upon returning to civilian life was to obtain a professional appointment and would enable him to establish a research program in the civilian sector analogous to the one he supervised in the military. "The emphasis was to be on improving the understanding of human behavior" (Clemans, 1988).

John found such a position with a light teaching load and space to establish a research institute in the Department of Psychology at the University of Pittsburgh. In December of 1946 the not-for-profit American Institute of Research was incorporated (now the American Institutes for Research or AIR).

John laid out a twenty-year plan for his new institute and developed seven major aims:

- 1) the development of a comprehensive list of the critical requirements for successful performance of typical key jobs and activities,
- 2) the development of a comprehensive guidance test battery,
- 3) the revision of traditional educational objectives and methods in the light of research findings,
- 4) the development of new and comprehensive procedures for evaluating proficiency,
- 5) the employment of carefully developed criteria of success in validating the procedures mentioned above,
- 6) the application of psychological principles to the modification of tasks so as to improve the effectiveness and well-being of the people who must work at them, and
- 7) the application of psychological principles to the problems of group actions: the selection and training of leaders, the organization and management of teams, and the improvement of the effectiveness and well-being of individuals in groups (Flanagan, 1984).

This seems like a daunting list of objectives, but as John described in his 1984 *American Psychologist* article, AIR accomplished all of the objectives. Three examples: In the first area, AIR's first project was to use the information developed during the war for the selection of commercial airline pilots. They utilized the critical incident method for determining the requirements of more than 30 different jobs (as of 1984).

The second area was most notably covered by the guidance test battery developed as part of Project TALENT, a massive survey of 400,000 high school students in a stratified random sample of about 1,000 secondary schools. TALENT was the first educational survey of its kind and it has provided a database for hundreds of studies. The valid information in TALENT about backgrounds, abilities, and plans has proven of great value to

federal agencies and congressional committees for educational planning. AIR also developed aptitude tests for Nigeria and other developing countries.

The third area was covered by a major effort to revise traditional educational objectives and methods in Project PLAN. PLAN used computers to scan and score tests and provide teachers with individualized objectives. "The computer at a remote location scored the tests for all the schools as transmitted over the telephone lines each night and printed the results on the school's terminal so that they were available at the beginning of the next school day. The computer kept a complete record of all students' progress in relation to their scheduled program and also sent messages to the teacher regarding appropriate learning activities" (Flanagan, 1976). Given that PLAN was accomplished in the late '60s, it was amazingly prophetic of the use of computers in education now that we have microcomputers and networks.

How did John and AIR manage a diversity of studies for government, corporations, and education? A key is in Bill Cleman's article:

The strategy for addressing these objectives or what became known as "John's approach," was also made explicit early on. Problems were to be formulated in the most general terms possible to enable application of findings to a broad class of issues within the context of a system. Plans were to be comprehensive, large scale, and well controlled to assure definitive results, and emphasis on new research methodologies was to be of central importance.

The key element of the AIR approach to measurement was John's concept of comprehensive rationales. Many tests in common usage have been developed without prior consideration of criteria. "John's approach" was and is to work backward systematically from the critical requirements for successful performance to test content, using explicit (i.e., written) rationales (Clemans, 1988; see Flanagan, 1951).

AIR also made extensive use of the critical incident method and John wrote the most referenced work on this method (Flanagan, 1954). As John put it over lunch, "It turned out to be a really good procedure for telling what it took to operate successfully in a job. Otherwise people would just observe the job and guess what would be important. At AIR we began applying the critical incidents method to various jobs in industry, it worked very well."

John's management style also reflected this discipline. Each project manager was required to present a written report each week of progress on the project. Often this included a presentation in front of President Flanagan where he would make his input into the project. Also indicative of his style was his expression that "If you don't miss an airplane every once in awhile, you are spending too much time in airports."

With completion of his 20-year plan in 1966, John indicated to the AIR Board that he wanted to relinquish his position of President and move to Palo Alto to concentrate more on Project PLAN and a model of individualizing

education. John became Chairman and Rains Wallace, who was on the AIR Board, became President in early 1967. "Three years later in April of 1970, Dr. Wallace announced his decision to resign to assume an academic position. His decision to resign may have been influenced by the fact that the Chairman continued to have a forceful role in AIR affairs and had drawn extensively on the corporation's resources to support Project PLAN" (Clemans, 1988). John resumed the Presidency until 1973.

When John relinquished the presidency in 1967, AIR had a staff of 446 and consisted of nine major research institutes at four sites. AIR also had personnel and active projects in nine nations throughout the world.

John's final research involved a new long term plan designed to improve the quality of life of aging Americans. This work continued until 1982 and resulted in numerous influential articles.

His boundless energies were not only directed toward AIR but also toward professional affairs such as President of the Psychometric Society, the National Council on Measurement in Education, and Divisions 1, 5, 15, and 19 of the American Psychological Association. From 1935 to 1983 his bibliography contains 339 entries, more than seven per year. Needless to say, his work resulted in numerous awards including the 1982 Professional Practice Award APA's Division of I/O Psychology.

John is still working on his golf game and swimming actively. He has led quite a life of accomplishment but through it all is the image of hard work, thorough investigation and planning, and systematic implementation.

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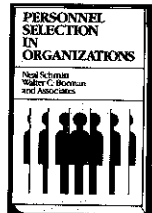
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PRACTICE NETWORK

Thomas G. Baker
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Practice Network is committed to providing a forum for the discussion of practitioner ideas and issues. This column is comprised of 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.

The (I/O) World According to Tenopyr

Practice Network talked with Mary Tenopyr (AT&T) about the issues and challenges for I/O practitioners in the 1990s. Mary sees "several difficulties ahead...more challenges than before" and groups her insights into four areas:

Challenges from the Civil Rights Act of 1991. Mary is concerned about the impending passage of an amendment to the Civil Rights Act¹ which would provide unlimited compensatory and punitive damages in cases of intentional discrimination or disparate treatment. In the face of significant legal challenges, Mary feels strongly that "our role is to do the kind of research and development work which makes these kinds of cases very difficult to challenge." Mary is also concerned that some I/O practitioners have not retained their basic measurement skills and that many of us should take another class in multivariate analysis.

David Arnold (Reid Psychological Systems) underscored the possibility of the Civil Rights Act being amended because certain sections, including Section 102 (which establishes damage caps) contain inconsistent usages and unnecessary ambiguities. The poor draftsmanship, which is attributable to the Act bypassing committee scrutiny and moving through Congress in a rushed manner, places a heavy burden on the courts to interpret/guess what Congress was attempting to achieve. The Clinton administration could also play a role in accelerating any pro-labor amendments to the Act.

ADA and Learning Disabilities. Mary shows some skepticism about the validity of many claims of learning disabilities. The problem is "I don't know many (I/O) people who know much about diagnosing learning disabilities. The problem we have here is separating people with bona fide learning disabilities from people who fraudulently claim learning disabilities." She suggests that

SIOP consider holding workshops on this subject as one action step towards addressing this concern.

Missed Opportunities in the Education Reform Movement. Mary feels that educators and economists are dominating efforts on the kinds of skills employees need in the business sector and that educators are increasingly influential in the testing market for assessing basic skills in business surroundings. "Some of these initiatives are not being influenced by the best thinking in I/O psychology," she laments. Many educational testing companies are working feverishly to devise tests to assess basic 3R skills for various business uses, but I/O is being neglected in this movement. For instance, *Practice Network* contacted **Jerry Miller**, head of A.C.T.'s (American College Testing) Washington, D.C. office. A.C.T. is currently developing a "national criterion-referenced teaching and testing system." Jerry knows that I/O practitioners can be useful in designing the 'job profiling' portion of this system. In point of fact, A.C.T. is hiring an I/O psychologist to perform this function, but Jerry corroborated Mary's concern, by stating that "I/O practitioners have not been appropriately involved...to the detriment of the school reform movement." Jerry's main point is that the entire 'criterion-referenced' movement feeds *so well* into our competency-based approach that I/O and the educational reform movement are "kissin' cousins." (If interested in A.C.T.'s venture into workplace assessment, Jerry suggests contacting **Joel West** of A.C.T.'s Center for Education and Work at (319) 337-3078.)

Challenges of Globalized Business. If you had experienced what Mary has experienced, you would send your *male* counterparts to meetings in Japan or Islamic countries, too! Her stories about treatment of women in other cultures are quite illuminating. Female I/O practitioners have significant hurdles to overcome in some global communities.

When describing what we know about the impact of diverse cultures on our business, **Mary Tenopyr** feels that "we know where we are going, but we have to know a lot more that we do now." Take for example the definition of a dimension of *Call Control* (who knows where we got an example out of the phone industry?!). In the U.S. this dimension is defined in terms of the way the telemarketer stays in charge of the call. Now take this same dimension and observe a Spanish telemarketer. Effective *Call Control* in Spain is handled in a much more relaxed, unhurried manner. The impact of multi-national competency definitions and scaling become immediately apparent. Mary also commented on a well-known company which is setting up assessment centers in five languages, and calibrating each center's rating to a common, referent scale. Have you ever used the word 'challenge' when you really meant 'problem'? In this area, maybe we should standardize on the word 'nightmare'!

Mary, thanks for chatting with *Practice Network*!

Collaboration Wanted on New Work Team Survey

Glenn Hallam (Center for Creative Leadership), co-author of the Campbell-Hallam Team Development Survey, is looking to collaborate with researchers who have access to team performance data. The survey is designed to assess team strengths and weaknesses and to stimulate team discussion. Team members answer 95 questions and team observers, such as customers, complete a 23-item performance evaluation survey.

Glenn's goal is to find partners who have access to performance data for a large number of teams. Interested? Contact **Glenn Hallam** at (719) 633-3891.

Testing the Technically Inclined

If you work in the municipal field, you should know about the National Occupational Competency Testing Institute. If you need to test darn near *any* technical occupation—appliance repair, carpentry, dental assisting, graphic arts, plumbing, truck mechanics, welding and on and on—you should discover NOCTI (pronounced "knock-tee").

Scott D. Whitener (Ferris State University/NOCTI) directs this non-profit test vendor and works with companies "who recognize the way to maintain international competitiveness is through the competence of individuals." NOCTI's test developers use a very specific content-based approach to task analysis and test validation called DACUM which uses trained facilitators and expert panels. NOCTI then utilizes a modified Angoff approach to the setting of cutting scores.

Although primarily a vendor of off-the-shelf tests, NOCTI's Industrial Division can help I/O practitioners build custom exams for literally hundreds of technical jobs. One prominent practitioner qualified NOCTI as a good source of well-written, content valid items which have served faithfully after individual item statistics were scrutinized and used as a basis for the final selection of test items.

Scott says NOCTI's goal is to "improve the quality of America's workforce by providing occupational testing programs which are outcome-based." (And these guys aren't even running for political office!) Contact the National Occupational Competency Testing Institute at (800) 334-6283 or (616) 796-4695.

Trends, Trends and More Trends

Wasn't it the Firesign Theater who once said "How can you be in two places at once, if you're really nowhere at all?" A tad existential even for this rag and a very cumbersome transition into a recent review of HR trends as sponsored by HRStrategies² and reported by **Mark Blankenship** and **Anita Kamouri**.

This survey was completed by H.R. Managers, Directors, and Vice Presidents in 598 U.S. business organizations with a good mix of industries and geography. Thirty-eight percent were from 100-500 employees in size, and 45% were over 1,000 employees. Some of the highlights of this survey are as follows:

Assessment for planning and placement. The most noted strategies to deal with Work Force 2000 issues are assessing the skills of current employees (presumably at all job levels and presumably for job-fit purposes), entry level selection testing and the analysis of training needs. On the management side of the house, the areas to receive the most attention are innovative (more precise, effective) managerial compensation, management assessment, work force forecasting and succession planning. The report notes a focus on the need for better employee placement, development, projection and planning. Overall, it appears that I/O practitioners may be able to contribute their talents to employee and training assessment and in the statistical analysis of human resource information for planning and forecasting.

Formal testing's image/credibility. Although 43% of organizations are not satisfied with their current selection procedures (primarily interviews and application blanks), there appears a reluctance by some to use more formal selection procedures. The leading reasons for this reserve are: (1) skepticism regarding test results (validity); (2) lack of resources to administer the programs; and (3) costs. Note that litigation is not one of the top three (granted it is number four), and that we have done a less than effective job communicating the benefits of standardized testing. Testing programs being considered by organizations are drug and alcohol testing and structured interviewing (which, by the way, is reported in 70% of professional/managerial selections). Why is there such a lack of confidence in the results of other structured testing procedures? HRStrategies believes that many organizations are unaware of the economic and performance benefits associated with valid selection programs.

Innovation coming in compensation programs. While the report cites the near universality of formal performance evaluation systems, it notes that 10-15% of the organizations surveyed are considering the adoption of new compensation programs, notably team awards, gain-sharing and pay-for-knowledge systems. Multiple input systems (peer-subordinate-customer evaluations, 360° feedback instruments, etc.) are also increasing in use. As in side note to our empiricists, just over half of the organizations responding are seeking software to analyze performance ratings—heh, why not offer your skills until they find it?

Effect of ADA. Not surprisingly, everything surveyed regarding “comply with ADA” scored high. Strategies which are expected to triple or quadruple in use are job redesign projects (from 7 to 28 percent of organizations surveyed), physical ability testing (from 5 to 20 percent) and the review of

medical standards (from 11 to 28 percent). Job description development/validation activities projected to double include reviewing the physical demands of jobs reviewing/revising job descriptions in general and analyzing job requirements.

In light of these findings, what are the major implications for I/O psychologists? According to Mark a greater emphasis on legislative legal issues such as ADA compliance, increased application of validated standardized testing, and significantly more “pay for performance” compensation systems are trends starting to emerge. Work force skills assessment linked to focused training initiatives will also be a primary strategy for dealing with the increasing challenges for the “skills gap” in an ever-changing business/organizational environment.

If you would like a copy of the 1991-1992 Survey of Human Resources Trends, contact **Jim Preston** at (313) 881-8885 in the Michigan office of HRStrategies.

The \$1,400,000 Testing Project

To I/O types that kind of headline grabs attention like a “S-E-X” headline does to everyone else. **Bob Korte** (American College Testing) updated *Practice Network* briefly on their grant from the Department of Labor and Education to develop a nationally validated test to assess the SCANS competencies. (SCANS has been featured in *Practice Network* columns in January and July of 1992.)

As a refresher, the competencies needed in a high performance workplace are in the areas of: (1) resources, (2) interpersonal skills, (3) information, (4) systems, and (5) technology. Bob feels that “one primary value of the SCANS competencies is that they offer a common language for business to communicate with each other and with schools.”

By December 1992, the project will have completed a consensus process to further define the competencies and will be looking for content experts (persons knowledgeable in the competency areas listed above) to help A.C.T. write test items. Bob projects that the measurement tools to assess the SCANS competencies will be a combination of paper-and-pencil and performance items.

Want to get involved? Call **Bob Korte** at (319) 337-1085. Want more information on the SCANS competencies? Call the SCANS Commission at (202) 219-4840.

More on Performance Feedback and Work Teams

Practice Network spoke with **Edward Pavur** (Management Service) about several work team ideas vis-a-vis performance appraisal and feedback.

Ed's personal view of performance feedback in work team surroundings are based on three observations: (1) a work team with true interdependency makes it hard for outsiders to the group to discern individual contributions, (2) many work teams don't have training or experience performing a performance feedback role, (3) individual feedback is critical for job satisfaction and leads to job/company commitment. Given these three observations, it is Ed's opinion that production level, work team members must be trained to give personal feedback and he sees it as our role, as I/O practitioners, to provide much of this knowledge and training. He and **Bonnie Sandman** did just that during the University of North Texas and Texas Instruments' 1992 International Conference on Self-Managed Work Teams in Dallas.

Ed finds the only piece of I/O literature familiar to production people is Tuckman's legendary article³ describing the four stages of group development: *Form*, *Storm*, *Norm* and *Perform*. Ed feels it is more appropriate during the first two or three stages to utilize a trained facilitator to provide feedback to individual group members and to the group. Team members should not start providing individual performance feedback until the last stage—*Perform*—or possibly the final two stages—*Norm* and *Perform*.

Ed and Bonnie are currently working on constructing critical incident-based scales to create a developmental tool to provide self and group ratings to work team members. He is also looking to beta test these scales at progressive manufacturing sites in the United States. Contact Ed at (713) 358-0437 if you are interested in this project.

The literature Edward Pavur suggests you devour includes work by **Dan Ilgen** of Michigan State⁴ "who is doing good work on social influences on decision making in teams," work coming out of the Naval Training Center by **Ed Salas** and **Jan Cannon-Bowers**⁵ "for their work on performance under stress, especially high work loads" and **Ira Kaplan's** work⁶ on social and task interactions. He also enjoyed a recent article on a new team-based decision making tool.⁷

Updated Contacts for I/O Groups Around the Country

Greater Chicago Association of I/O Psychologists (CGAIOP). Jane Halpert, (312) 362-8566.

Michigan Association of I/O Psychologists. John Rauschenberger, (313) 390-2188.

International Personnel Managers Association-Assessment Council. IPMAAC. Municipal and government-oriented personnel testing group, annual conference, newsletters and more. Alexandria, VA (703) 549-7100.

Your New Year's Resolution

Practice Network is a unique outlet for the discussion of practitioner issues and opinions. You made a resolution to get more involved this year, so give me a call! Contact *Practice Network* by calling **Thomas G. Baker**, Micro Motion, Inc., Boulder, Colorado. Voice (303) 530-8143, FAX (303) 530-8007, Prodigy address VTCJ69A.

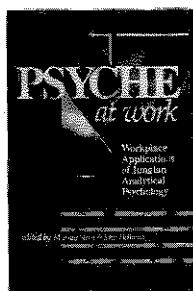
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An Open Letter to SIOP Members

Linda Gottfredson
University of Delaware

I am deeply grateful to Ed Locke ("The Linda Gottfredson Case," *TIP*, April, 1992) and other SIOP members who wrote on my behalf to the Chairman of the Board of Trustees and other administrators at my university. These letters helped end the three-year campaign of harassment at the University of Delaware against me and Jan Blits.

Several months ago Blits and I reached an out-of-court settlement with the university which resolved all outstanding disputes. Among the public terms of the settlement, the University has given us each a year's paid leave-of-absence, which will help us to recover from the three years of political interference with our research.

In addition, Committee A of the American Association of University Professors (AAUP) recently issued a statement (*Academe*, September-October 1992, p. 49) supporting our claim that the University's ban on my source of funding violated my academic freedom. "[D]enying a faculty member the opportunity to receive requisite funding [on the grounds that the 'university objects to the funding agency because it represents or espouses ideas alleged to be unpalatable to the university'] improperly curtails the researcher's academic freedom no less than if the university took direct steps to halt research that it considered unpalatable."

With the settlement, and now the AAUP statement, Blits and I are confident that the University will live up to its responsibility to protect its faculty from ideological interference.

SIOP members' expressions of support were helpful, and continue to be so, in ways that may not be obvious. They embarrassed the administration and other political opponents on campus, and public embarrassment or the threat thereof is perhaps the most potent weapon against internal persecution. Also, they should have finally convinced the administration that the work being interfered with was indeed legitimate scholarly activity on matters about which reasonable people disagree.

This recognition will help to restore somewhat our besmirched scholarly reputations within the University. It should also give the administration pause before it again unreflectively accepts and acts upon damaging and unsubstantiated charges against "politically incorrect" faculty.

External support makes a tremendous difference in resolving cases like ours, and every expression of support contributes to that end, as well as to bolstering morale. In our experience, some individual letters had tremendous impact, sometimes because they came from individuals with special

knowledge to impart and sometimes because they simply arrived at a favorable moment. Overall, the large number of letters provided compelling pressure, all the more so because of their diverse sources—individuals from different disciplines, different kinds of organizations, different geographic areas, and, perhaps most importantly, different ideological perspectives.

I appreciated every letter, every phone call, every gesture of support. Those colleagues who wrote on my behalf despite their sometimes strong disagreements with the substance of my work provided a model for our administration to emulate.

Manuscripts, news items, or other
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I/O and O.B. Graduate Student Conference

Deena M. Freeman

Debra A. Cullinane

Radford University

Review of the 13th Annual Conference

Radford University hosted the 13th Annual Industrial/Organizational and Organizational Behavior Graduate Student Conference in Roanoke, Virginia, April 3-5, 1992. The conference was quite a success, due to the efforts of the conference committee,¹ the attendance of 150 graduate students, the generosity of our financial contributors, and the expertise of our conference speakers. The conference theme, "Take a Walk on the Applied Side," provided conference participants with the opportunity to acquire a wealth of applied knowledge from experts in our field.

The conference commenced with a keynote address, "New Insights Within the Field of Job Analysis," by **Dr. Edward Levine**, University of South Florida. **Maryann Master** of Central Fidelity Bank delivered the luncheon keynote address, "A Realistic View of Human Resource Management in the 1990's." The following applied workshops were offered: "Developing Employee Outplacement Programs" by **Dr. Mike Aamodt**, "Performance Appraisal and Feedback" by **Dr. Roseanne Foti**, "Conducting Job Analyses to Comply with the ADA" by **Dr. Deborah Gebhardt**, "Constructing and Conducting Behavior Description Interviews" by **Dr. David Gilmore**, "Constructing and Marketing an Employment Test" by **Dr. Robin Inwald**, and "Avoiding Illegal Termination Litigation" by **Clint Morse**.

Two conference participants were selected for their outstanding conference presentations as the recipients of the Lyman B. Porter and Wherry Awards. Radford University is pleased to announce that **Bonnie Pollack** of the University of Michigan is the recipient of the Lyman B. Porter Award and **Sarah Moore-Hirschl** of Bowling Green State University is the recipient of the Wherry Award. Ms. Pollack's paper, "A Model of Predicting Intention to Leave Among Drug Abuse Professionals" was selected as the best paper presented in the OB field. Ms. Pollack was recognized as the award recipient at the 1992 Academy of Management Meeting. Ms. Moore-Hirschl's paper, "Prior Knowledge of Ratings of a Realistic Job Preview" was chosen as the best paper presented in the I/O field. Ms. Moore-Hirschl will be recognized for this Division 14 award at the 1993 SIOP Award Luncheon.

The conference committee would like to thank everyone who supported the 13th annual conference. We would like to extend a special thanks to SIOP, the

¹ The committee included: Jerry Baker, Chuck Andrews, Susie Hammond, Brian Pack, Lori Gousie, Quannah McDaniel, and Kerri Volker.

Academy of Management, Personnel Association of Roanoke, and Radford University for serving as our primary sponsors.

Announcement for the 14th Annual Conference

The 14th Annual I/O and O.B. Graduate Student Conference will be held March 19-21 in Toronto, Canada. The University of Guelph and the University of Waterloo are co-sponsoring the event, with **Steve Harvey** serving as the Conference Chair. The theme for the 1993 conference is "Globalization and the Challenges for our Disciplines in the 1990's and Beyond." The keynote addresses will be delivered by **Dr. Patricia Cain Smith**, Bowling Green State University, and **Dr. Gary Latham**, University of Toronto. This conference promises to be a memorable event, so join us in supporting this prestigious graduate student conference. Those interested in obtaining more information on the upcoming conference should contact **Steve Harvey: Department of Psychology, University of Guelph, Guelph, Ontario, Canada N1G 2W1, (519) 824-4747 (4946); (519) 837-8629 FAX.**

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TEST SCORING UNDER THE CIVIL RIGHTS ACT OF 1991

David W. Arnold

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Association of Personnel Test Publishers

Most analysts of the Civil Rights Act of 1991 (P.L. 102-166, amending 42 U.S.C. § 1981 and §§ 2000, *et seq.*) have pointed out that the law was intended to overturn a number of U.S. Supreme Court decisions that Congress felt tipped the balance in discrimination cases too far in favor of employers. Accordingly, the main purpose of the Act was to "codify the concepts of 'business necessity' and 'job related' enunciated by the Supreme Court in *Griggs v. Duke Power Co.*, 401 U.S. 424 (1971)" and other cases prior to the decision in *Wards Cove Packing Co. v. Atonio*, 490 U.S. 642 (1989). Congress determined that *Wards Cove* and other employment-related Supreme Court decisions had weakened the scope and effectiveness of federal civil rights protections and so struck them down in the legislation.

While the bulk of such attention has focused on the controversy surrounding the restoration of the *Griggs* definition of business necessity, scant attention has been paid to another provision in the 1991 Act, which may become equally controversial. Section 106 makes it unlawful to adjust test scores, use different test cutoff scores, or make any other alteration to the results of employment-related tests on the basis of race, color, religion, sex or national origin. Although the language of this section is straightforward, there may be some confusion about what the effects of this prohibition are for test publishers and employers using employment-related tests. This brief analysis is intended to discuss those issues and to clarify the state of the law at this point in time.

Historically, a variety of test modifications and adjustments have been utilized by some test publishers and users in order to enhance validity and to diminish the potential for disparate impact on protected minorities being administered a particular test. One of these procedures is subgroup norming, where separate norms are established on the same test for males and females (gender norming) or for blacks, Hispanics and whites (race norming), thereby allowing comparison of applicants to others in their normative group. This procedure has been used to avoid or minimize the problem of minority applicants claiming that they are discriminated against in hiring compared to whites who score higher on a particular test. See, for example, *Calloway v. Westinghouse Electric Corp.*, 642 F. Supp. 663, 41 FEP Cases 1715 (M.D. Ga; 1986).

Banding of test scores is another procedure that some publishers and users have turned to in an effort to overcome the appearance of discrimination. Under this procedure, test scores in a given range are grouped together, rather than placed in rank order.

Both subgroup norming and banding had been accepted practices, even under the Uniform Guidelines for Preemployment Selection, found at 29 C.F.R. § 1607.3, prior to the 1991 Act. However, during the debates on the new law, the government's own preemployment test, the General Aptitude Test Battery (GATB), was heavily criticized for being race-normed, and the Department of Labor discontinued its use, although it now is moving towards the development of a replacement test that presumably will not involve the use of subnorming.

Despite the feeling by some in the professional psychological community that subgroup norms are fairer to minority applicants, there is no doubt about the intent of the 1991 Act. It is clearly unlawful to use differential norms or to add points to the test scores of members of any subgroup. Although the situation with banding is less clear, if the purpose of banding is to enhance the success of one or more particular subgroups, then it is also prohibited.

Recently, some psychologists have suggested that the Equal Employment Opportunity Commission (EEOC) may be considering adoption of policy guidelines for Section 106. Although it may be that the EEOC will attempt to articulate helpful statements for publishers and users of tests, it is impossible for the EEOC to take action which contradicts the clear language of the 1991 Act. Even assuming for the sake of argument that minority groups, who apparently supported the imposition of the ban on subgroup norming, could be convinced that there is no problem with the practice, it is inconceivable that the EEOC can rewrite the law. Only Congress can change the law.

Even though the prohibitions of Section 106 are absolute, there may be flexibility under one area of the 1991 Act. Section 116 of the Act states that, "Nothing in the amendments made by this title shall be construed to affect court-ordered remedies, affirmative action, or conciliation agreements, that are in accordance with the law." Thus, arguably the Act would permit individual employers to continue to make score adjustments as part of court-ordered affirmative action plans or where a court approves a conciliation or settlement of a lawsuit with such a provision in it. However, it is not clear that courts will interpret Section 116 so broadly, and they may decide that any score adjustments are not "in accordance with the law."

Even in this somewhat ambiguous area we urge publishers and employers to be cautious. Until appropriate judicial precedent is established, prudence dictates that publishers follow the letter of the law and that employers avoid the use of tests which utilize scoring adjustments. This is especially important since the 1991 Act provides for compensatory and punitive damages in cases where there is intentional discrimination.

Employers should also be very careful in using tests, or scoring methods, which have been modified to conform with the provisions of Section 106. Some publishers who had relied on subgroup norming have already begun to revise their tests, which we applaud as a sensible reaction to the 1991 Act. Although it is always important to ask for and review the publishers' studies on validity and disparate impact, it will be especially critical to ensure that any revised test has been appropriately validated and does not suffer from increased disparate impact. These historical concerns are more serious now in light of Section 106 of the Civil Rights Act of 1991.

Vantage 2000: The Changing Scale of Competition

Charmine E. J. Hartel
University of Tulsa

The purpose of this column is to look to the future operation of organizations, to provide a forum for discussion of the changes organizations face and the implications of these changes for our profession.

One of these major changes is economic globalization. The number of open and free markets promises to rapidly increase as we approach the 21st Century. For example, much has been written about emerging economies in Latin America (Baker et al., 1992) and Asia (Kraar, 1992). As more stable free-market economies develop abroad, companies have more mobility and choice for their operations. If operating conditions in one location become sufficiently less desirable compared to another, an organization may relocate these operations. As a result, the scale of competition in the world is beginning to change. Where, at one time, the major source of competition was among companies within the same country, now competition has moved to a global scale where not only corporations compete internationally, but nations themselves must compete with other nations for key industries. This change in the scale from national to international competition means that companies as a category within a country will prosper or fail largely because of governmental actions. Thus countries will attract and retain industries that their environment supports and lose industries that their environment does not support. For example, one country may provide cheap labor for producing parts, while another country may offer the educational system and quality of life necessary to design complex machines, such as computers, using those parts. This new global scale of competition redefines a government's constituencies to include not only its citizens but also the corporations doing business within their borders.

What are the implications of the changing scale of competition for I/O professionals? A few ideas are offered below:

* *Diversity*—As multi-nationals spread across more parts of the world, diversity issues will become more important and complex. Because of increasing immigration and differential population growth, cultural differences within the U.S. and other open countries are growing (cf. Naisbitt & Aburdene, 1990). In addition to managing diversity within countries, it will be necessary to manage diversity among countries. Traditionally, our major trade partners have been Canada and Europe, countries with cultures very similar to our own. With new markets opening in Central America, Africa, Asia, and the former Soviet Republics, larger cultural differences will be encountered. Some issues we will need to consider are: (a) What kinds of differences in workers' value orientations exist? and (b) how might we adapt to different views of the organization-employee social contract? A third source of diversity is arising from changes in organizational structure. In an effort to work more closely with customers and suppliers, organizations are forming alliances, making them more permeable to external organizational cultures. This raises the question of how to manage inter-organizational culture differences effectively.

* *Ethics*—As organizations spread across countries and cultures, it becomes a challenge to establish a uniform code of ethics. Organizations may be expected to adhere to a certain ethical standard not only in local operations, but also in international operations by their members and the general public. However, the cultures of other countries may dictate a different ethical standard to which the organization must also adhere. How might we manage such differences in ethical belief systems?

* *Governmental Restructuring*—The increased economic pressures governments are experiencing call for smaller, cheaper, more efficient structures. Thus, like industrial organizations, governmental systems are faced also with organizational restructuring issues. Governments differ in form, in strategic economic goals, and in the limits imposed on their range of options by their society's culture. What are the critical restructuring contingencies for governments? What types of restructuring are needed and how can this restructuring be accomplished efficiently with minimal disruptions to the society?

* *Collaboration Opportunities*—As other countries open up and join the international community there will be more opportunities for collaboration among I/O practitioners and researchers. It is likely that one of the key issues of such collaborations will be developing private and government organizations.

Below are two examples of efforts addressing some of the previously discussed issues.

Federal Workforce Quality Report

The pressure to critically examine its organizational structure is being felt by the U.S. Federal Government. Movement toward a more organic, quality-oriented organization is being recommended by a panel of human resources experts consisting of private and public sector executives, union presidents, and academicians. This panel found that there was no system in place for evaluating and tracking the quality of the federal workforce. To address this, the committee recommends the development of an objective quality assessment system where federal agencies clearly identify their "customers" both inside and outside the government and set explicit production and quality standards for their products and services. This would help provide some of the performance feedback to an agency that private sector organizations derive from market forces. The committee also said that the need for further training and improved selection methods was critical. They argued that "simply maintaining the same workforce quality levels may not be acceptable in an environment where the challenges facing government and the corresponding complexity of the jobs are increasing." The committee's report outlines 14 recommendations for defining, assessing and maintaining quality in federal agencies. Copies of the report "**Federal Workforce Quality: Measurement and Improvement**" are available from the United States Office of Personnel Management at (202) 606-1366.

Inter-American Collaboration Opportunity

Some of the fastest growing economies have been in Latin American countries. As these countries develop, efforts are underway to improve the organizations that provide social services to the population. One such project seeks researchers interested in supporting organizational development projects in the Latin American non-profit sector—particularly in the area of poverty alleviation, human rights, and the status of women and children. Currently a visiting professor at the University of Costa Rica, Dr. Tod Sloan is spearheading an initiative to facilitate collaboration among psychologists in the Americas and to establish roles for psychologists in development organizations. Information in the five areas listed below should be sent to **Tod Sloan, Department of Psychology, University of Tulsa, Tulsa, OK 74104** (tsloan@tulsa.bitnet or tsloan@vaxl.utulsa.edu).

Given sufficient interest, this information is likely to serve as the basis for an electronic clearinghouse maintained jointly by the American Psychological Association and the Inter-American Society of Psychology.

1. Individuals seeking opportunities to consult with Latin American development organizations. Mention main areas of expertise and level of Spanish ability.
2. Individuals willing to help in fund-raising efforts.
3. Projects seeking particular types of expertise.
4. Project ideas seeking collaborators in other countries.

5. Funding opportunities relevant to the above.

In closing, organizations face many challenges and opportunities that influence the definition of our profession. Members of our profession are in the unique position of being not only members of organizations but also serving in some sort of advisory capacity for either their own or other organizations (e.g., consulting and publications). Furthermore, our professional community is itself an organization that faces many of the same challenges and opportunities as the very organizations we advise. This column offers an outlet for discussing ways in which we as a professional organization and as individual practitioners and researchers can adjust to the changes of the 21st Century. To this end, I request any information on the key issues your organization faces, any plans it has made to address these, what interventions you have found particularly useful or lacking, and the kinds of information that would assist you. Send items for future topics to me at: **The Department of Psychology, University of Tulsa, Tulsa, OK, 74104-3189; Phone: (918) 631-2248; FAX: (918) 631-2073; INTERNET: PSY_CH@VAX1.UTULSA.EDU**

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SIOP Calendar

SIOP Conference Hotel Special Rate Deadline	January 29
TIP Deadline for April Issue	February 15
SIOP Conference Hotel Registration Deadline	April 7
SIOP Conference Mail Registration Deadline	March 26
SIOP Pre-Conference Workshops Mail Registration Deadline	March 31

AN ETHICS CODE FOR STATISTICIANS— WHAT NEXT?

Lance W. Seberhagen
Seberhagen & Associates

Everyone in the Society for Industrial and Organizational Psychology (SIOP) is probably familiar with the ethics code of the American Psychological Association (APA). The APA recently mailed a copy of the revised APA Ethics Code to each APA member and published the code in the December 1992 issue of the *American Psychologist* (American Psychological Association, 1992). SIOP members may not be familiar with another important ethics code that is relevant to the work of industrial/organizational psychologists. The American Statistical Association (ASA), established in 1839, began work on an ethics code in 1949 but did not formally adopt an ASA Ethics Code until 1981. However, the 1981 ASA Ethics Code was approved only for a trial basis and was not given final approval until 1989 (American Statistical Association, 1989). The ASA Ethics Code has not been well publicized, so I have attached the ASA Ethics Code as an appendix to my article.

What next? Now that it is a mature, independent professional association, SIOP should establish a SIOP Ethics Code. SIOP has published an informative *Casebook on Ethics and Standards for the Practice of Psychology in Organizations* (Lowman, 1985), but a casebook, no matter how well written, does not carry the same authority and imperative as an official ethics code for the association. For the short run, SIOP should formally adopt the APA and ASA ethics codes as the SIOP Ethics Code. For the long run, SIOP should develop its own ethics code to ensure proper coverage of all important ethical matters that are relevant to industrial/organizational psychologists. Without an ethics code of its own, SIOP is just another trade association or special interest group.

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Ethical Guidelines for Statistical Practice (1989)

American Statistical Association¹

Preamble

The American Statistical Association is a scientific, professional, and educational organization. As such, it recognizes that the professional integrity of statisticians is dependent not only upon their skills and dedication but also upon their adherence to recognized principles of ethical behavior. Wherein statistics as a science strives toward truth, these guidelines are designed to provide a measure by which both individuals and organizations can avoid the compromise of truth and can be protected from the misuse of statistics and statistical data.

The traditional ethical norms of *seeking truth* and *avoiding error* are of singular importance in the practice of statistics. Beyond these traditional ethical norms, statisticians have ethical concerns for the *privacy of collected data*, the *open and complete description of statistical procedures*, and the *use and communication of the statistical method*.

Therefore, this document proposes ethical principles for the guidance of statisticians. It encourages statisticians to be constantly aware of ethical issues which could influence their professional work and to strive continually to increase their personal competence in the practice of their profession.

Purpose and Scope

The American Statistical Association hereby establishes these Ethical Guidelines for Statistical Practice. These guidelines identify ethical relationships with the public, government, clients or employers, and other professionals.

This document is open-ended: it establishes procedures for amending its contents and for broadening its scope. The main vehicle for such changes is the Committee on Professional Ethics.

Additional requirements may be incorporated into the body of this document for any of the following specific purposes:

1. To extend the general guidelines.
2. To identify further points of ethical contact between statisticians and the public, government, their clients or employers, and other professionals.
3. To establish ethical principles for the use of statistics in a specialized area—medicine, law, or survey research, for example;
4. To set ethical principles for publishing statistical reports; or
5. To document procedures for resolving disputes on questions of professional ethics.

¹ 1429 Duke Street, Alexandria, Virginia 22314-3402. For more information about the ASA Ethics Code, see *The American Statistician*, 1983, 37, 1-20.

Guidelines

1. Statisticians have a public duty to maintain integrity in their professional work, particularly in the application of statistical skills to problems where private interests may inappropriately affect the development or application of statistical knowledge. For these reasons, statisticians should:
 - A. Present their findings and interpretations honestly and objectively;
 - B. Avoid untrue, deceptive, or undocumented statements; and
 - C. Disclose any financial or other interests that may affect, or appear to affect, their professional statements.
2. Recognizing that collecting data for a statistical inquiry may impose a burden on respondents, that it may be viewed by some as an invasion of privacy, and that it often involves legitimate confidentiality considerations, statisticians should:
 - A. Collect only the data needed for the purpose of their inquiry;
 - B. Inform each potential respondent about the general nature and sponsorship of the inquiry, and the intended uses of the data;
 - C. Establish their intentions, where pertinent, to protect the confidentiality of information collected from respondents; strive to ensure that these intentions realistically reflect their ability to do so; and clearly state pledges of confidentiality and their limitations to the respondents;
 - D. Ensure that the means are adequate to protect confidentiality to the extent pledged or intended; that processing and use of data conform with the pledges made; that appropriate care is taken with directly identifying information (using such steps as destroying this type of information or removing it from the file when it is no longer needed for the inquiry); that appropriate techniques are applied to control statistical disclosure; and
 - E. Ensure that, whenever data are transferred to other persons or organizations, this transfer conforms with the established confidentiality pledges; and require written assurance from the recipients of the data that the measures employed to protect confidentiality will be at least equal to those originally pledged.
3. Recognizing that statistical work must be visible and open to assessment with respect to quality and appropriateness in order to advance knowledge, and that such assessment may involve an explanation of the assumptions, methodology, and data processing used, statisticians should:
 - A. Delineate the boundaries of the inquiry as well as the boundaries of the statistical inferences which can be derived from it;

- B. Emphasize that statistical analysis may be an essential component of an inquiry and should be acknowledged in the same manner as other essential components;
 - C. Be prepared to document: Data sources used in an inquiry; known inaccuracies in the data; and steps taken to correct or to refine the data, statistical procedures applied to the data, and the assumptions required for their application;
 - D. Make the data available for analysis by other responsible parties with appropriate safeguards for privacy concerns;
 - E. Recognize that the selection of a statistical procedure may to some extent be a matter of judgment and that other statisticians may select alternative procedures; and
 - F. Direct any criticism of a statistical inquiry to the inquiry itself and not to the individuals conducting it.
4. Recognizing that a client or employer may be unfamiliar with statistical practice and be dependent upon the statistician for expert advice, statisticians should:
- A. Make clear their qualifications to undertake the statistical inquiry at hand;
 - B. Inform a client or employer of all factors that may affect or conflict with their impartiality;
 - C. Accept no contingency fee arrangements;
 - D. Fulfill all commitments in any inquiry undertaken;
 - E. Apply statistical procedures without concern for a favorable outcome;
 - F. State clearly, accurately, and completely to a client the characteristics of alternate statistical procedures along with the recommended methodology and the usefulness and implications of all possible approaches; and
 - G. Disclose no private information about or belonging to any present or former client without the client's approval.

Industrial and Organizational Psychology at The Pennsylvania State University¹

Rick Jacobs and Jim Farr
The Pennsylvania State University

The program in Industrial and Organizational Psychology at The Pennsylvania State University has a long and stable tradition. Many of us who teach industrial psychology begin the discussion of the roots of industrial/organizational (I/O) psychology with Bruce V. Moore's Ph.D. from Pittsburgh's Carnegie Institute of Technology in 1921. This happens to be the same year Dr. Moore joined the Penn State faculty. While this first Industrial-oriented Ph.D. was clearly a milestone in the history of Industrial and Organizational psychology, it was not the beginning of I/O Psychology at Penn State. When Dr. Moore arrived at the University Park campus he was asked to teach a course in applied psychology, a course that had been offered since 1919. With one course in place, Dr. Moore developed a program that has continued, uninterrupted, for more than 70 years. While the program can claim many accomplishments, one very impressive element of Industrial Psychology at Penn State is the relatively small number of faculty members who have been hired and the correspondingly long tenures of each I/O professor.

The major players in the Industrial Psychology program of the 20's, 30's and 40's were Bruce V. Moore (faculty member from 1921 until 1951), Kinsley Smith (1936-1969) and Lester Guest (1941-1967). When Dr. Moore resigned, the program, once three strong, was reduced to two. As will be developed later, it appears that the program went through a retrenching period during the 50's and early 60's. However when Drs. Guest and Smith left they were quickly replaced by the late Don Trumbo (1966-1978) and Frank Landy (1969-present). With Landy and Trumbo in place, the program quickly regained its third member by the appointment of Jim Farr (1971-present). When Don Trumbo died, Rick Jacobs (1979-present) came to Penn State. In 1985 John Mathieu became the fourth member of the I/O program and this past year Dave Day joined the group as its fifth member. Over the 70 year history of the program, 9 faculty members have called themselves Penn State Industrial Psychologists. This employment stability may explain why the program has yet to launch a serious research initiative on turnover.

While turnover has not been a major topic of investigation, other areas have been part of the Penn State tradition. It is helpful to look at the program activities from two perspectives. The first is a brief review of the early members, Moore, Smith and Guest. The second examines the research and projects of the faculty and the emergence of the scientist-practitioner model that has been a mainstay of Penn State's program.

Bruce V. Moore was born in 1891, received his B.A. and M.A. degrees in Psychology from Indiana University, and was engaged in graduate studies at

Columbia prior to enlisting for military psychology in World War I (1918). He received his Ph.D. from Carnegie Institute of Technology in 1921. From 1921 until 1952 Dr. Moore served as a faculty member in Penn State's Department of Education and Psychology (1921-45) and the Department of Psychology (1945-52). He served as the administrative head of each of these departments. Dr. Moore also served as a high school teacher and principal in Indiana (1914-1916) and an army psychologist at Walter Reed Hospital and the army hospital in Prescott, Arizona (1918-1919). After leaving Penn State, Dr. Moore became Executive Officer of the Education and Training Board and Executive Secretary of the Committee on Scientific and Professional Ethics and Conduct for the American Psychological Association (1952-59). In 1959 he became a visiting professor at the University of Miami, acting as department chair in psychology in 1961-62. Dr. Moore was the first president of APA's Industrial Psychology Division in 1945-46 and president of the Pennsylvania Psychological Association in 1949-50.

Dr. Moore was a first class researcher with diverse interests. His dissertation, completed under the direction of E. K. Strong, was one of the first attempts to measure employee interests. It was the precursor to the *Strong Vocational Interest Blank/Inventory*. Other publications included papers on the selection of graduate engineers, how to conduct an interview, conditions of efficient work, preventing mis-fits by applied psychology, and the first casebook on ethical standards for psychologists. The research effort was complimented by an active program of field applications. Dr. Moore, as department head, was responsible for both resident instruction and providing educational programs for continuing education around the state. In this capacity, he supervised an extension faculty that provided him contacts with numerous industries. These interactions resulted in opportunities for faculty and graduate students to practice applied psychology. Dr. Moore died in 1977 at the age of 86.

Kinsley Smith was born in 1906, and received his Bachelor's, Master's and Ph.D. from the University of Pennsylvania, the latter in 1936. In that same year, Dr. Smith joined the Extension Service of Penn State to teach management and labor courses in the Pittsburgh area. He soon moved to the University Park campus as a resident member of the faculty in Industrial Psychology. While Dr. Smith published several papers and was the co-author of a textbook in industrial psychology, his fame at Penn State was predicated on his teaching. From programs as diverse as labor institutes for the United Steel Workers, the Teamsters Union, and the Laborers Union Workers, to graduate courses in applied psychology, to the introductory course in psychology with 400 undergraduates, Dr. Smith was comfortable and effective in the role of professor. In 1958 his excellence in the classroom was rewarded by the University when he received the first President's Award for Superior Teaching.

On the research front, Dr. Smith's interest in the application of psychology ran from understanding the effects of atmospheric conditions and noise on performance to causes and consequences of fatigue to the prediction of vocational aptitude and success from photographs. Many of his papers from the 30's and 40's were co-authored by his mentor, Morris Viteles. In addition to empirical studies and review articles, Dr. Smith collaborated on a 1937 textbook in applied psychology (with a forward by Bruce V. Moore). It appears that this text was actually the result of work performed a year earlier, with one of his extension colleagues and coauthor, Albert Walton. Walton and Smith produced 16 pamphlets published for distribution through the extension service. These pamphlets became chapters in the 1937 text and included such titles as *human habits, aptitudes and abilities, tests—their construction and evaluation, resistance to change, psychological factors enhancing productivity, some peculiarities in human behavior, when the human machine gets out of adjustment, fatigue-monotony-accidents, strategies in handling men, and the job as an opportunity for self improvement*. These pamphlets provided information to those workers and supervisors in the field who might not be able to attend classes but who wished to benefit from the offerings of the land grant institution. He died in 1983 at the age of 76.

Lester Guest was born in 1913 and received a Bachelor's degree from St. Lawrence University, a Master's from Clark University and a Ph.D. from the University of Maryland and was appointed to the Penn State Faculty in 1941. Like his two colleagues, Dr. Guest had a broad range of research and teaching interests. He published in a variety of journals ranging from the *Journal of Applied Psychology* to the *American Psychologist* to *Public Opinion Quarterly*. Topics included problems of conducting business in highly regulated industries, brand loyalty, training opinion interviewers, customers' impressions of banks and attitude development and modification. This latter area of study was funded by the duPont corporation and involved a 10-year longitudinal study of subjects ranging in age from seven to adult.

Dr. Guest was also active in the classroom, teaching applied psychology courses at both the graduate and undergraduate level, courses in consumer behavior, and statistics. In 1957 he published a text entitled *Beginning Statistics*. One of Dr. Guest's teaching and research interests centered on the military veteran returning to civilian life. He wrote brief essays and lectured on treating soldiers as "ordinary folk." In addition to his teaching responsibilities, Dr. Guest was active in several professional associations including the American Psychological Association, the American Marketing Association, and the American Association for Public Opinion Research. In 1956 he was elected president of the Pennsylvania Psychological Association. Dr. Guest served as director of a private organization, Surveys, Market, and Opinion Research. Drs. Guest and Kinsley were the "Industrial and Business Psychology" program from the time of Bruce Moore's departure in 1952 until

1966 when Don Trumbo joined the faculty. By 1969, both Dr. Guest and Dr. Smith had retired and Frank Landy joined Dr. Trumbo.

During the decades of the 50's and 60's the Penn State Industrial Psychology program continued on the path established by Bruce Moore. The program took as its primary responsibilities undergraduate and graduate instruction, teaching to the extended community via extension courses, and research both basic and applied. In notes regarding the program dated November 1965, Drs. Guest and Smith point out that undergraduate enrollment in the program was "healthy" and demand for slots in the graduate program were about "three requests for every one we can fill." In 1965 there were 11 courses (7 undergraduate and 4 graduate) offered through the program. At that time, and, as is the case now for many industrial psychology programs, the faculty complained about under staffing and limited acceptance of their sub-discipline by some of their colleagues. The term used to describe the latter problem was Occupational Centrism. This is highlighted by the Knute Rockne story regarding a particularly successful Notre Dame football season. The question arose of who was responsible for all the wins, the line or the backfield. After lengthy debate, the question was put to a vote and the line won, seven to four.

Translated to the environment of the 50's and 60's, the issue reduced to one of pure or basic science versus the applied work done by industrial psychologists. The spirit is revealed in comments made by those who fashion themselves as true basic scientists, that industrial psychology has nothing to offer or, at best, is of lesser value. As Guest and Smith pointed out, "when the conditions are favorable to it, which is true in time of war, eminent experimental psychologists have moved over to practice industrial and other forms of applied psychology in cooperation with people already in these fields, largely for national defense." Such names as Hunter, Graham, and Lindsley, come to mind and "anyone who believes these men would present worthless or inferior data to their government in time of need step one pace forward." From these notes, it is clear that the internal struggle for respectability within a psychology department was partly responsible for the failure of growth in faculty in spite of the increased student demand. As the sixties faded into the seventies, the Penn State Faculty grew from two to three members and the issue of respectability seemed to be answered when the faculty, in 1985 grew to four.

A second way to view the program is by looking at the research and project activities and the philosophy that defined the program. From the earliest times of the Penn State program, contacts between the Industrial faculty and business and government received highest priority. Bruce Moore began a tradition that guides the program today, the model of the scientist-practitioner. By developing ideas and hypotheses about such matters as interviewing, selection, and training, and then by both researching these topics and, simultaneously testing these ideas in real world environments, Moore and later

his colleagues Smith and Guest instructed graduate, undergraduate and continuing education students alike on the basics of the scientist-practitioner model. They instructed both in the classroom and by example. In reviewing the actual projects performed by the Industrial group, the diversity is striking. In the early days of the program projects included: 1) Establishing ventilation standards for the fire control room of battleships and aircraft carriers by subjecting subjects to heat while monitoring performance effectiveness; 2) selection of naval gun crews; and 3) job analysis, qualification and placement of personnel in amphibious forces for the U. S. Navy; 4) research on human engineering and antisubmarine warfare for the National Research Council; and 5) assessing changing attitudes toward food service establishment personnel for the U. S. Public Health Service. In addition to these projects, members of the industrial faculty worked with Psychological Corporation and the National Opinion Research Center. They also provided services to Standard Steel Corporation, Pennsylvania Hotel Association, Hamilton Watch Company, Allentown Hospital, Armco Steel Corporation and several companies that did not want to be recognized but were described as telephone manufacturer, clothing factory, and electronics manufacturer.

As the program moved into the 70's and forward, the model remained the same. Projects directed by industrial faculty included grants and contracts for the Department of Justice, the Department of Transportation, the Equal Employment Opportunity Commission and the Nuclear Regulatory Commission. Members of the current faculty work with public and private organizations including the Pennsylvania State Police, Corning Glass, the Pennsylvania State Educational Association, Computer Science Corporation, Pennsylvania House Furniture, and ALCOA Aluminum.

These projects afford both faculty and graduate students the opportunity to continue the scientist-practitioner model. After 70-plus years as a program, the underlying model established by Bruce Moore, continued by Kinsley Smith and Lester Guest, extended by Frank Landy and Jim Farr with the later assistance of Rick Jacobs, John Mathieu and Dave Day is alive and well and benefitting students and faculty, alike. The program continues its production of active Industrial Psychologists at a rate approximately three times greater than that of the yearly years. By 1965 a total of 25 Ph.D.'s had been granted in the I/O area (a period covering some 40+ years). During the past 13 years, 28 more graduate students have earned Penn State Ph.D.'s. The list of successful Penn State I/O psychologists is longer than this paper's page restrictions will permit printing. Rather than offending some of our graduates by leaving them off a partial list, it will have to suffice to state that we believe they have been integral in moving our science forward and we are proud of their accomplishments.

Footnote

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

Transforming the Way We Work . . . From Vision to Reality

HRPS 1993 Annual Conference—April 18-21 The Scottsdale Princess Hotel, Scottsdale, Arizona

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Breakout Sessions

Small group sessions will featuring case studies from AT&T, Aid Association for Lutherans, Air Products & Chemicals, Eastman Kodak Company, Fidelity Investments, Florida Power & Light, Johnson & Johnson, Lever Brothers, 3M, Mitsubishi Motors, Sun Company, United Auto Workers, and Warner-Lambert Company.

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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.

- Feb. 12 University of South Florida I/O Alumni Conference. Tampa, FL. "Tough Times: Human Resources Strategies and Practices for Today's Environment." Contact: USF Dept. of Psychology (813) 974-2492.
- March 19-21 Industrial-Organizational and Organizational Behavior Graduate Student Conference. Toronto, Canada. Contact: Steve Harvey, (519) 824-4747, ext. 4946.
- April 12-16 Annual Convention, American Educational Research Association. Atlanta, GA. Contact: AERA, (202) 223-9485.
- April 12-16 Annual Convention, National Council on Measurement in Education. Atlanta, GA. Contact: NCME, (202) 223-9318.
- April 30-May 2 Eighth Annual Conference of the Society of Industrial and Organizational Psychology. San Francisco, CA. Contact: (708) 640-0068.
- May 9-13 Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD (703) 683-8188.
- May 16-18 8th Annual Meeting of the International, Inter-organizational Research/Study Team on Nonviolent Large Systems Change. George Williams College, Illinois. Contact: (216) 461-4333.
- May 18-21 23rd Annual Information Exchange on "What is New in O.D. and Human Resource Development." George Williams College, Illinois. Contact: (216) 461-4333.

- May 23-28 Annual Conference of the Society for Human Resource Management. Washington, DC. Contact: SHRM, (703) 548-3440.
- June 20-24 Annual Conference of the International Personnel Management Association Assessment Council. Sacramento, CA. Contact: IPMA (703) 549-7100.
- June 25-28 Annual Convention of the American Psychological Society. Chicago, Illinois. Contact: APS (202) 783-2077.
- July 17-21 Annual Conference of the American Society for Public Administration. San Francisco. Contact: ASPA, (202) 393-7878.
- July 18-24 13th O.D. World Congress. Samara, Russia. Contact: (216) 461-4333.
- Aug. 8-11 Annual Meeting of the National Academy of Management. Atlanta, GA. Contact: Mary Ann von Glinow, (213) 740-0731.
- Aug. 8-12 Annual Convention of the American Statistical Association. San Francisco. Contact: ASA, (703) 684-1221.
- Aug. 20-24 Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA (202) 336-6020.
- Oct. 11-15 Annual Conference of the Human Factors Society. Seattle, WA. Contact: The Human Factors Society, (310) 394-1811.
- Nov. 3-6 Annual Convention of the American Evaluation Association. Dallas, TX. Contact: John McLaughlin, (804) 225-2089.
- 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.

Notes from the International Affairs Subcommittee

Mary D Zalesny
Kent State University

Professor Harry C. Triandis (University of Illinois), who is the current President of the International Association of Applied Psychology (IAAP), sent some information that should be useful for anyone interested in the names and addresses of colleagues abroad for the purposes of establishing contacts and discussing potential collaborative projects. Membership in IAAP entitles one to the Association's Membership Directory which lists all the relevant information necessary to make initial contact.

If the reasonable membership fee is still too steep, you can always check out the membership on the Editorial Board of *Applied Psychology: An International Review* (which includes quite a number of I/O psychologists) and see whether a match cannot be found. Current Board members are: Editor Michael Frese (Giessen, Germany), Rabi Bhagat, Miriam Erez, Fred Fielder, Ed Fleishman, Dan Ilgen, Susan Jackson, Ruth Kanfer, Gary Latham, Lyman Porter, Tony Ruiz-Quintanilla, Peter Warr, and Charles de Wolff. Other applied fields are also represented on the board. Check it out.

From **Barbara Ellis**, chair of the International Affairs Subcommittee come the following reports:

Report from the XXV International Congress of Psychology

The International Congress of Psychology met in July, 1992 in Brussels. There were numerous contributions to the program from I/O psychologists from all over the world. Bernhard Wilpert (FRG) presented a state-of-the-art lecture entitled, "Participation Research in Organizational Psychology," and Donald Broadbent gave a keynote address: "Descartes, Tuning, and the Future: The Study of People and Machines that Change their Nature." [Your guess is as good as mine.]

Invited symposia included: Maurice de Montmollin (France), "Cognitive Ergonomics: Models of Workers' Reasoning in Complex Situations;" George England (USA) and Jyugi Misumi (Japan), "Stability and Change in the Meaning of Work for Four National Labor Forces;" Gerhard Fischer (Austria), "Models of Item Response Theory and their Application;" Stan Maes (Netherlands), "Health Promotion at the Worksite;" Henry Plotkin (UK), "Selection Theory;" J.B.P. Sinha (India), "Integrating Technological and Cultural Approaches in Building Organizations;" and M. West and M. Patterson (UK), "Innovation, Culture, and Organizational Effectiveness."

Abstracts from all contributions were published in Volume 27, issues 3 and 4, June/August, 1992 of the *International Journal of Psychology*.

International Test Commission

SIOP was made an affiliate member of the International Test Commission (ITC) at their July, 1992 meeting in Brussels, Belgium. Barbara Ellis, Department of Psychology, University of Texas at El Paso, TX 79968 will serve as SIOP's representative to the ITC.

The ITC currently is engaged in a project to develop technical standards for translated tests. A thirteen member committee, working in conjunction with the IAAP, the International Union of Psychology, and the International Association for the Evaluation of Educational Achievement, will develop standards and guidelines for translating tests and establishing score equivalence. If you are engaged in research related to translated tests and would like to provide the committee with ideas or suggestions for relevant literature or would be interested in reviewing draft versions of the standards, please contact Barbara Ellis (BITNET: DQ00@UTEP; Phone: (915) 747-5506, FAX: (915) 747-5111).

From **Donald W. Cole**, The Organizational Development Institute, come invitations for SIOP members interested in getting involved in work abroad to attend the O.D. World Congress, July 21-24, in Samara, Russia. On a recent trip to Russia, Drs. Cole and Maslyk-Musial, President of the O.D. Center in Poland, received over 20 requests for various kinds of consulting help. For more information on the World Congress and consulting opportunities in Russia, contact: Donald W. Cole, The Organization Development Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026 (Phone: (216) 461-4333; FAX (216) 729-9319).

Please send any information, requests, or questions to **Mary D Zalesny**, College of Business Administration, Department of Administration Sciences, Kent State University, Kent, Ohio 44242 (BITNET: MZALESNY@KENTVM.KENT.EDU; FAX: (216) 672-2448; Phone: (216) 672-6750, Ext. 344).

Action Alert—EEOC Policy Guidance on the Civil Rights Act

Dianne C. Brown
American Psychological Association

When civil rights legislation was being debated in Congress in 1990 and 1991, most of us focused our attention on the definition of 'business necessity' and how it may affect validity evidence and job relatedness. Another issue that had less widespread ramifications and seemed to go unnoticed was the prohibition of the use of subgroup norming or within group scoring. The Act

states, "It shall be an unlawful employment practice...to adjust the scores of, use different cutoff scores for, or otherwise alter the results of employment related tests on the basis of race, color, religion, sex, or national origin."

APA has recently been receiving more inquiries on this issue and its implications for personality assessments and physical abilities tests, that tend to have separate norms for males and females, used in employment selection. Until the Equal Employment Opportunity Commission (EEOC) issues guidelines or regulations, or until a precedent legal case, there is no definitive guidance beyond section 106 of the Civil Rights Act. Some test publishers are taking the legislation literally and providing combined gender norms for their personality assessments (Hillson Research, Inc., the Inwald Personality Inventory).

The issue was fueled originally by the debates over the use of subgroup norming with the Department of Labor's General Aptitude Test Battery (GATB). In 1990, the popular press lambasted the practice, referring to it as "racially rigged scoring." News articles repeatedly pointed to the discrepancy between percentile rankings resulting from comparisons with separate norms for majority versus minority candidates attaining the same raw score on a test. The theoretical basis for the method was that it would be more appropriate, and more fair, to compare individuals with their cultural or ethnic peers than to compare with the whole population. In essence then, one would select from among the highest scoring individuals within each group, rather than from among the highest scoring for the total group. In practice, employers could then reduce adverse impact and potentially ease the effects of cultural bias in testing. Civil rights groups apparently supported the ban on subgroup norming, calling attention to issues of preferential treatment. The Department of Labor discontinued the use of subgroup norming with the GATB following passage of the Civil Rights Act.

There has been some additional Congressional attention to this issue as Representative Lipinski (D-IL) introduced the Race-Norming Compensation Act of 1992 (H.R. 6007) in September. The bill seems to be aimed at providing some kind of compensation to individuals who may have been denied jobs or promotions on the basis of test results that used the subgroup norming method. The form of compensation is unclear since the wording of the bill is confusing. However, no action was taken before Congress adjourned in October and some sources indicate that the bill is unlikely to be actively pursued with the 103rd Congress.

The Equal Employment Opportunity Commission (EEOC) has begun a preliminary examination of this and other issues related to the Civil Rights Act. Although they have no specific time frame, they should eventually draft policy guidance and at this point would welcome input. Indications are that they recognize how complex the issues of subgroup norming are and that they are seeking technical guidance. We also suspect that Congress may not have

been fully briefed on all of the ramifications of this issue and that Congressional intent may not be served by the strictest interpretation of section 106. This presents an opportunity to potentially shape any policy guidance that may be issued and APA is urging industrial psychologists to write to EEOC, outlining the technical considerations of subgroup norming.

Distinctions between cognitive measures, personality tests, physical abilities tests, work simulations and biographical data with respect to subgroup norming could be addressed. Some psychologists believe that an important distinction might be made regarding the definition of the terms 'employment related tests.' Papers or letters should be sent to: **Dianna Johnston, Director, Title VII, Equal Pay Act Division, Office of Legal Counsel, Equal Employment Opportunity Commission, 1801 L Street, N.W., Washington, DC 20507.**

APA is requesting that members send copies of their letters to APA's Central Office, since we anticipate formulating comments on behalf of APA when EEOC issues proposed guidance. Copies and further inquiry should be addressed to: **Diane C. Brown, Science Directorate, American Psychological Association, 750 First Street, N.E., Washington, DC 20002.**

Future SIOP Conference Dates

1993	April 29-May 2 San Francisco, CA San Francisco Marriott
1994	April 7-10 Nashville, TN, Opryland Hotel
1995	May 18-21 Orlando, FL, Hilton at Walt Disney World
1996	April 25-28 San Diego, CA Sheraton Harbor Island Hotel

Master's Matters

Laura L. Koppes
University of Wisconsin-Oshkosh

The purpose of this article is to inform colleagues of issues related to education and training in Industrial and Organizational Psychology at the master's level. As you may recall, a concern frequently expressed by students and faculty is that SIOP has not formally recognized I/O Psychology Master's degree programs. However, recent developments have taken place that indicate a change is in the offing. You may have noticed a section dedicated solely to Master's degree programs in the 1992 edition of the *Graduate Training Programs in Industrial and Organizational Psychology and Related Fields* (SIOP, 1992). I want to thank every one who took the time to complete the questionnaire administered by the Education and Training Committee. The data were extremely valuable in developing that section.

Furthermore, the Executive Committee, during its September meeting, approved in spirit the idea to construct guidelines for education and training at the master's level (Greg Dobbins, personal communication, October 1992). The Committee agreed that before the development begins, they want to approve the process the Education and Training Committee will use. A subcommittee of the Education and Training Committee entitled "Master's Level Training Issues" is currently developing recommendations on how training guidelines should be developed. Examples of approaches being considered include a competency-based approach and a job analysis approach. The competency-based approach was used for developing the doctoral guidelines and the Council of Applied Master's Programs in Psychology's (CAMPP) guidelines. In addition, the subcommittee will make a recommendation about what form the guidelines should take. Examples of forms include a competency-based model or a coursework model.

Both of these recent developments are positive in that they portray SIOP's willingness to recognize training in Industrial and Organizational Psychology at the master's level. If you have any ideas or suggestions about the development of the education and training guidelines, please call or write one of the subcommittee members listed on the next page.

Reference

Society for Industrial and Organizational Psychology, Inc. (1992). *Graduate Training Programs in Industrial and Organizational Psychology and Related Fields*. Arlington Heights, IL: Author.

Master's Level Training Issues Subcommittee
Education and Training Committee

Gordon Simerson, Chair
Associate Professor
Department of Psychology
University of New Haven
300 Orange Ave.
West Haven, CT 06516
(203) 932-7290

Laura L. Koppes
Department of Psychology
University of Wisconsin Oshkosh
Oshkosh, WI 54901
(414) 424-2071

Greg Dobbins
415 Stokely Management Center
University of Tennessee
Knoxville, TN 37996
(615) 974-1669

Loraine Summer
201 Academic Center
University of Baltimore
1420 N. Charles St.
Baltimore, MD 01201
(301) 625-3271

Ken Carson
Department of Management
Arizona State University
Tempe, AZ 85287
(602) 965-7411

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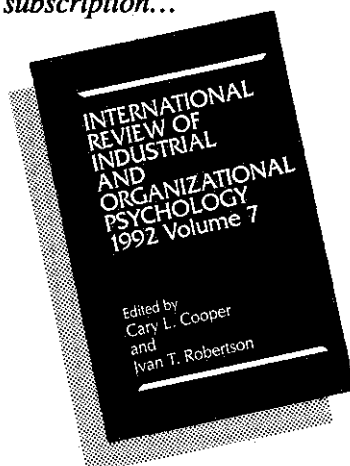
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The SIOP/APS Connection

Lee Herring
 American Psychological Society

Worker Productivity. An APS-sponsored Human Capital Initiative (HCI) workshop on the "changing nature of work," was held near Washington, DC, in September to begin drafting research initiatives in the area of worker productivity. (See the April, 1992 SIOP-APS Connection.) The workshop was chaired by SIOP's own Milton Hakel. Some 30 workshop participants, including SIOP representative Richard Klimoski, helped bring this organizational psychology component of the Human Capital Initiative closer to fruition during the two-day meeting. The aim of the initiative is to develop specific federally fundable projects in basic and applied research. Congress has also expressed interest in the Human Capital Initiative and has instructed the National Science Foundation to use the HCI in planning its upcoming behavioral and social science research activities.

Fifth Annual Convention. The meeting will be held at the Sheraton Chicago Hotel & Towers on June 25-28, 1993. SIOP member Barbara Gutek is on the Program Committee for the fifth annual APS Convention. Gutek is a Visiting Professor at the California Institute of Technology, on leave from the University of Arizona's Division of Humanities and Social Sciences. A Call for Proposals was distributed to the APS membership in the September APS OBSERVER newsletter, and copies are available from APS.

Membership. Industrial-organizational psychology is the home turf of about 9 percent of APS's regular members. The APS total membership is now well over 14,000. Nearly 1,000 APS members have volunteered as APS point-persons for member recruitment at some 500 institutions, spreading the word about the APS mission. If you would like to become an APS contact at your institution, please contact Sharon Hantman (SHANTMAN@APS on Bitnet or SHANTMAN@BITNIC.EDUCOM.EDU on Internet) or see address/phone below).

Fourth Annual Behavioral Science Summit. The APS-sponsored Accreditation summit in April 1992, held in conjunction with the Council of Graduate Departments of Psychology (COGDOP), was followed up in September by a meeting of a drafting committee which began developing an alternative accreditation plan to meet the needs of psychology in university-

based training programs. The summit was called initially to address escalating concerns among many academic and applied psychologists that the APA system has become too heavily oriented toward clinical practitioner interests, to the detriment of research-oriented psychology.

Additional Information. For further information about APS, including membership application forms, contact: APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907, Tel.: 202-783-2077, Fax: 202-783-2083, Bitnet: APS@APS, Internet: APS@BITNIC.EDUCOM.EDU.

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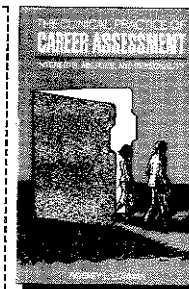
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Calls and Announcements

Call for Proposals SIOP Continuing Education and Workshop Committee

The Society for Industrial/Organizational Psychology Continuing Education and Workshop Committee is now accepting proposals for pre-conference workshops for the 1994 Society Conference. The 1994 pre-conference workshops will be held on April 6, 1994 in Nashville, TN.

The preferred format is proposals for 1/2 day sessions, to be delivered twice during the day, but proposals for full day workshops also will be considered. Approximately 14 workshops will be offered, distributed across four areas: industrial psychology, organizational psychology, human resource management, and research methods.

Based on 1992 experience, the overwhelming majority of workshop participants are SIOP members, many of whom have attended other workshops at previous conferences. Their most common work settings are private sector business (45%), consultant (27%), academic (14%), and government/military (9%). When asked, workshop participants indicate that two important factors in choosing sessions are the direct relevance to their jobs and the reputation/background of the particular presenter. The best received workshops are those that use a participative approach in which specific skills are acquired.

Proposals are welcome on all topics. Examples include perennial issues for SIOP members (e.g., selection, legal trends), new perspectives on established areas (e.g., new methods for handling data), emerging trends (e.g., ADA, ergonomics or workplace stress), comprehensive consolidations of a body of research (e.g., what works in executive assessment), or "how to do it" sessions (e.g., training or consulting techniques). (The previous examples are just examples, and not meant to solicit specific proposals in any of these areas.)

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

Submission Procedure. Interested individuals should submit a brief description (preferably one page, but no more than two) of the proposed workshop, behaviorally-based learning objectives, and indicate suggested length (half-day or full-day) for the workshop. Please include your vitae or the name, address, and qualifications of a suggested presenter(s).

Workshop proposals should be sent to: **Catherine Higgs, Human Resource Research, Allstate Research and Planning Center, 321 Middlefield Road, Menlo Park, CA 94025. (415) 324-2721; FAX: (415) 324-9347.**

Deadline for receipt of workshop proposals is April 15, 1993.

CALL FOR NOMINATIONS

The Personnel/Human Resources Division of the Academy of Management announces a call for nominations for its annual "Scholarly Achievement Award." The award will be presented to a work published in recognized periodical outlets, such as journals and research annuals, that are generally available to Division members. Nominated papers must have a publication date of 1992. Recipients of the award need not belong to the Academy of Management or the Personnel/Human Resources Division.

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

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

The award winner will be announced at the August, 1993 Academy of Management Meeting, during the Personnel/Human Resource Division's Business Meeting. Award Recipients will be presented with a plaque of recognition.

All nominations should be sent to: **Jan Cleveland, Psychology Department, Colorado State University, Fort Collins, Colorado 80523, (303) 491-6808. To receive consideration, nominations must be postmarked no later than March 21, 1993.**

Call for Papers: The International Journal of Conflict Management

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The journal is published in January, April, July, and October. Manuscripts must be prepared according to the latest edition of the *Publication Manual* of the American Psychological Association and are reviewed by a double-blind review process. Four copies of the manuscripts and requests for other details may be addressed to: **Dr. Afzal Rahim, Editor, Department of Management, Western Kentucky University, Bowling Green, KY 42101, USA, University Phone/Fax: 502-745-2499/2559; IJCM Phone & Fax: 502-782-2601.**

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Call for Preprints/Reprints on the Role of Context in HRM

We are beginning to prepare a chapter for the 1995 volume of the *Annual Review of Psychology*. The objective of our chapter will be to review and discuss the growing literature that addresses the impact of organizational and environmental contexts (e.g., business strategies, labor market conditions, culture) on the importance, design, and effectiveness of human resource management practices (including recruitment practices, selection methods, training, appraisal, compensation, etc.). We would appreciate receiving a copy of anything you have written on this—including works in progress. Because this topic has not been reviewed previously, we intend to provide more historical coverage than is typical in ARP chapters, so feel free to send reprints of older articles as well.

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Call for Nominations:

Irwin Award for Scholarly Contributions to Management

Nominations are invited for the 1993 Irwin Award for Scholarly contributions to Management. Nominees need not be members of the Academy of Management. This award is granted on an annual basis for significant scholarly contributions that have advanced management knowledge and practice.

Such contributions are defined to include the creation and dissemination of new knowledge in the form of empirical or theoretical developments. Significant scholarly contributions may take the form of conceptual, theoretical or empirical developments having significant impact upon management knowledge and practice. The awardee will receive an appropriate form of tangible recognition at the Academy's Annual Meeting and is expected to receive his or her award in person.

Nominations must be received by the Chair of the Award Committee by March 1, 1993. Send nominations to **Jeanne M. Brett, Organization Behavior, Kellogg Graduate School of Management, Northwestern University, Evanston, IL 60208.**

Request for Proposals for Contract Research Ninth Annual SHRM-CCH Study

Commerce Clearing House, Inc., (CCH) and the Research Committee of the Society for Human Resource Management (SHRM) request the submission of proposals for funded contract research on the topic of the relationship between the human resource function and company programs designed to improve the quality of products and/or services. Those submitting proposals should be willing to present their research results at the 1994 SHRM National Conference & Exposition in St. Louis, Missouri, June 26-29, 1994, provided the research project is selected by SHRM to appear on the 1994 SHRM National Conference & Exposition program.

In addition, a CCH-edited summary of the research results, based on the researchers' detailed final written report, will be sent to SHRM members and to subscribers to CCH loose leaf services.

Generally, the successful proposal will exhibit creativity in the development of a research design that, when implemented, will provide useful, practical information to the human resource practitioner involved in programs designed to improve quality and/or overall organizational performance. These

programs could include (but are not limited to) such things as TQM, employee participation, quality circles, reengineering and self-managed teams.

Specifically, the extent to which these programs are being implemented, the design and characteristics of these programs, the measurement of the success of these programs and the impact of these programs on traditional HR functional areas such as compensation, training, recruiting, and support of line management are all suggested areas of exploration. The extent to which the HR function is involved in the initiation and development of these programs should also be explored.

Proposals should be submitted by January 31, 1993, in accordance with the enclosed specification sheet, to: **James Mallue, Assistant to the Managing Editor, Commerce Clearing House, Inc., 10100 9th Street North, St. Petersburg, Florida 33716; Telephone (813) 577-1119.**

Requests for additional information, if required, should be directed to James Mallue at the address and telephone number designated above.

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"Shifting Paradigms: Societal Expectations and Corporate Performance"

The role of corporations in society has been the subject of intense study in different fields of intellectual enquiry ranging from behavioral sciences, business and management, economics, law, moral philosophy, political science, and sociology, to name a few. There is now a tacit recognition of the fact that: (a) economic actions of business entities have non-economic consequences, i.e., second order effects; and, (b) given their size and economic power, business organizations impact all other institutions of society above and beyond their economic sphere. Therefore, the role that corporations play, and ought to play, has emerged as one of the major issues of our times in all industrialized societies. Furthermore, given the current drive toward privatization and an increasing reliance on market mechanisms, the role of large corporations, and especially multinational corporations, has become extremely important in the context of economic growth in a large number of developing countries. It is also the case, however, that society has effects on the behavior of corporations. This call for papers recognizes the dynamic and often reciprocal nature of business/society relationship, while stressing such societal influences.

AMR plans to publish a special issue that will focus on various theoretical and analytical framework that provide insights toward a better understanding of business-society relations, societal expectations of corporate performance, impact of various external socio-political forces on corporate behavior, and, the internal corporate conditions that mold corporate behavior and management response to these external forces. Manuscripts are invited that address some facet of linkages between societal expectations and corporate behavior. The issues addressed may be macro (i.e., the entire corporate entity) or they may address some micro (internal) aspect of corporate behavior involving a particular level of management, functional aspect, or activity domain. Notwithstanding, the analytical context must be externally oriented, i.e., (a) how do various external forces and environmental conditions influence the framing of corporate issues that have ethical or social responsibility implications, be they employee rights, organizational structures, accountability, internal and external stakeholders rights, whistle blowing, ethical conduct of business, and, business-society conflicts under different cultural situations, to name a few; and/or (b) how do organizations effect internal changes and develop external response

patterns to react to those policies and practices, environmental conditions.

Contributing authors should follow the standard guidelines for AMR papers described in the Notice to Contributors. Cover letters should specify a request to have the paper considered for this Theory Development Forum. All submitted papers will be evaluated using the standard AMR review process with the additional criterion being responsiveness announcement. The number of papers published in this Theory Development Forum will be determined by outcome of these reviews. We envision this Forum to be limited to a section of a single issue. To be considered for this special Forum, papers must be received by April 1, 1993. Papers should be submitted to the AMR office, c/o Department of Psychology, The Ohio State University, 1885 Neil Avenue, Townshend Hall, Columbus, Ohio 43210.

Guest editor is S. Prakash Sethi, Associate Director, Center for Management, Baruch College, The City University of New York (CUNY), 17 Lexington Avenue, New York, NY 10010

CALL FOR AWARD NOMINATIONS

The Organizational Behavior Division of the Academy of Management announces its annual call for nominations for its "Outstanding Publication in Organizational Behavior Award." The award will be presented to the authors of a publication appearing during the 1992 calendar year in a recognized outlet generally available to division members.

The "Outstanding Publication in Organizational Behavior Award" is given for the most significant contribution to the advancement of the field of Organizational Behavior. Recipients of the award need not belong to the Academy of Management.

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

To receive consideration, material must be postmarked no later than March 30, 1993. The recipient of the award will be announced at the August 1993 Academy meeting during the OB Division's business meeting, where a certificate of recognition will be presented.

All nominations should be sent to: Arthur P. Brief, OB Program Chair-Elect, A. B. Freeman School of Business, Tulane University, New Orleans, LA 70118-5669.

Announcing the IPMAAC 1992-1993 Student Paper Competition

The International Personnel Management Association Assessment Council (IPMAAC) is sponsoring its thirteenth annual Student Paper Award Competition in order to recognize the contributions of students in the field of personnel assessment. The winner of the 1992-1993 competition will be invited to present his or her paper at the 1993 IPMAAC Conference to be held in Sacramento, CA, June 20-24, 1993. The winner will receive up to \$600.00 in conference related travel expenses, free conference registration and a one-year membership in IPMAAC. Submissions may be based on any type of student paper including a thesis or dissertation. For further information or for

submission materials please contact: **Dennis Doverspike, Chair, IPMAAC Student Paper Competition, Psychology Department, University of Akron, Akron, Ohio, 44325 4301 (Phone 216-972-8372).**

CALL FOR RESEARCH REPORTS

I am preparing the Annual Review on Personnel Psychology for 1994. For that reason, I would like to receive material relating to predictors, criteria, validation, etc. I am particularly interested in reports that would not be readily available in the published literature. This includes technical reports, court cases, papers delivered at conferences, etc. In addition, any manuscripts that are currently in press or undergoing editorial review or revision would also be appreciated.

Please send copies of appropriate material to: **Frank J. Landy, Center for Applied Behavioral Sciences, Penn State University, University Park, PA 16802.**

Call for Nominations—APA Awards

Distinguished Scientific Contribution Award

The Committee selects recipients for the award who, in its opinion, have made distinguished theoretical or empirical contributions to basic research in psychology.

Distinguished Scientific Award for the Applications of Psychology

The Committee selects recipients who, in its opinion, have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

For these awards, nominators should include in the letter of nomination a statement addressing the following questions: (1) What are the general themes of the nominee's major lines of research? (2) What are the important research findings usually attributed to the nominee? (3) To what extent have the nominee's theoretical contributions generated research in the field? (4) What has been the significant and enduring influence of the nominee's research? (What difference would it make if the research and writing disappeared?) (5) Compare the nominee with others in her/his field. (6) If possible, please compare the nominee to others who previously have received the Distinguished Scientific Contribution Award. (7) What influence has the nominee had on students and others in the same field of study? Where possible, please identify the nominee's students by name.

Nominations for these two awards will not be considered without the following a letter of nomination, a current vitae, a recent complete bibliography, up to five representative reprints, and the names and addresses of several scientists familiar with the nominee's work.

Distinguished Scientific Award for Early Career Contribution to Psychology

The Early Career Award recognizes excellent young psychologists. **Please note: the number and names of the areas are changed.** For purposes of this award, psychology has been divided into eight areas: cognition and human learning; psychopathology; health; developmental; applied research/ psychometrics; social/personality; perception/motor performance; and biopsychology/animal behavior. **Four** awards are given each year, with areas rotated in two year cycles. The titles of the areas were chosen only for the convenience of approximate identification; nominators should view each area in its largest, most inclusive sense. **For the 1993 program, nominations of persons who received doctoral degrees during and since 1984 are being sought in the areas of cognition and human learning; psychopathology; health; and developmental.**

Nominations for the Early Career Awards will not be considered without the following: a statement on the worthiness of the nominee (at least two pages in length), a current vitae, a recent complete bibliography, and no more than five reprints representative of the nominee's contribution.

Limitations and Deadlines

The awards are subject to the following limitations: (a) Members of the committee, former recipients of the awards, and the President and President-elect of APA shall be ineligible; (b) The committee shall seek diversity in selecting recipients, avoiding so far as possible the selection of more than one person representing a specialized topic, a specific material, a given method, or a particular application.

Nominations for all three award categories should be sent to the **Science Directorate, American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242**. The deadline for all award nominations is *February 1, 1993*. If you have questions about any aspect of the awards program, please call Ms. Wandersman at (202) 336-6000.

A New Publication Outlet for Organizational Research Methods

Articles: The Research Methods and Analysis Section of the Journal of Management

The Journal of Management is pleased to announce that a new section on organizational research methodology has been established. The Research Methods and Analysis section is designed to bring relevant methodological developments to the attention of a broad range of researchers working in areas represented within the domain of the Academy of Management and/or the

bibliography, up to five representative reprints, and the names and addresses of several scientists familiar with the nominee's work.

Distinguished Scientific Award for Early Career Contribution to Psychology

The Early Career Award recognizes excellent young psychologists. **Please note: the number and names of the areas are changed.** For purposes of this award, psychology has been divided into eight areas: cognition and human learning; psychopathology; health; developmental; applied research/ psychometrics; social/personality; perception/motor performance; and biopsychology/animal behavior. **Four** awards are given each year, with areas rotated in two year cycles. The titles of the areas were chosen only for the convenience of approximate identification; nominators should view each area in its largest, most inclusive sense. **For the 1993 program, nominations of persons who received doctoral degrees during and since 1984 are being sought in the areas of cognition and human learning; psychopathology; health; and developmental.**

Nominations for the Early Career Awards will not be considered without the following: a statement on the worthiness of the nominee (at least two pages in length), a current vitae, a recent complete bibliography, and no more than five reprints representative of the nominee's contribution.

Limitations and Deadlines

The awards are subject to the following limitations: (a) Members of the committee, former recipients of the awards, and the President and President-elect of APA shall be ineligible. A list of previous award winners is attached. (b) The committee shall seek diversity in selecting recipients, avoiding so far as possible the selection of more than one person representing a specialized topic, a specific material, a given method, or a particular application.

Nominations for all three award categories should be sent to the **Science Directorate, American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242**. The deadline for all award nominations is *February 1, 1993*. If you have questions about any aspect of the awards program, please call Ms. Wandersman at (202) 336-6000.

Southern Management Association. An important goal of the section is to promote a more effective understanding of current and new methodologies as applied in management research.

Several types of articles are appropriate for the Research Methods and Analysis section. One type of article addresses questions about existing quantitative and qualitative methods and research designs currently used by management researchers, and may involve a comparison of alternative available methods. Articles of this nature should focus on the relative strengths and weaknesses of the analytical technique(s) presented. A second type of article demonstrates new applications of existing quantitative or qualitative methods to substantive questions in management research. The manner in which the new applications advance understanding of management research should be addressed with these articles. Finally, a third type of article introduces methodological developments or techniques from other disciplines to management researchers. For these articles, the relative advantages of the new techniques should be clearly discussed. Articles which do not fit these three categories may be submitted to the Research Methods and Analysis section, as long as they are written in a manner consistent with the objectives stated above.

The Research Methods and Analysis section will appear in all regular issues of the Journal of Management. To submit a manuscript for review for this section, follow the procedures for manuscript submission as published in the Journal of Management and send 4 copies to: **Dr. Larry J. Williams, Consulting Editor, Journal of Management, Krannert Graduate School of Management, Purdue University, West Lafayette, IN 47907.**

Research Methods and Analysis Editorial Board

Philip Bobko, Rutgers University
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CALL FOR PAPERS: THE KENNETH E. CLARK RESEARCH AWARD

The Center for Creative Leadership is sponsoring the **Kenneth E. Clark Research Award**, an annual competition to recognize outstanding

unpublished papers on leadership by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

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

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1993 award is "The Dynamics and Context of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) leadership for quality organizations, (c) leadership in team settings, (d) cross-cultural issues in leadership, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

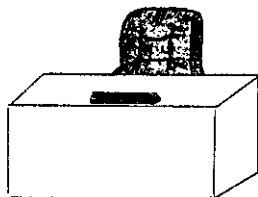
Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the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

Papers may be authored and submitted only by graduate or undergraduate students. Entrants must provide a letter from a faculty member certifying that the paper was written by a student or students, and is an unpublished work. Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers.

Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*.

In the absence of a paper deemed deserving of the award, the award may be withheld. **Entries (accompanied by faculty letters) must be received by August 31, 1993.** Winning papers will be announced by October 30, 1993. Entries should be submitted to: **Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300.**

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 altitude 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 predoctoral 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., NE., Atlanta, GA 30367-6000.**

Psychology Positions

The Department of Psychology at Rensselaer Polytechnic Institute anticipates three positions to begin August 1993.

Chairperson—We seek a colleague qualified for appointment as tenured Full or Associate Professor in the areas of Human Factors, I/O, or Cognitive Psychology. Requirements include a Ph.D. in one of these areas, a substantial publication record, and evidence of a strong commitment to both undergraduate and graduate education.

Assistant Professor In Industrial-Organizational Psychology—We seek a candidate with a Ph.D. in I/O and showing high potential for research productivity for this tenure-track position.

Assistant Professor In Human Factors—We seek a candidate with a Ph.D. in Human Factors, Engineering Psychology, or Ergonomics, and showing high potential for productivity in behavioral research in this tenure-track position.

The department currently awards an M.S. degree in Human Factors, Industrial/Organizational Psychology, and Psychopharmacology, and has a very active research faculty. Rensselaer is a first-rate technological university located in Troy, one of three cities constituting New York's Capital District. Troy is located on the historic Hudson River, with ready access to New York City, Boston, and Montreal, and to the Adirondack, Berkshire, and Catskill mountains. Nearby Saratoga Springs is the summer home of the New York City Ballet.

Applications for the positions should be sent to the appropriate committee (Chairperson Search Committee, I/O Search Committee, or Human Factors Search Committee) at the Department of Psychology, Rensselaer Polytechnic Institute, Carnegie Building, Troy, NY 12180-3590, and should include a cover letter, vita, selected reprints, and four letters of recommendation. Applications from qualified minority candidates and women are especially invited. Salary and work conditions are competitive. Screening for all three positions will begin December 1, 1992, and will continue until they are filled.

Rensselaer is an Affirmative Action/Equal Opportunity Employer.

Tenure Track University Position:

The Walker College of Business is seeking an Assistant Professor for a tenure track position teaching human resource courses in a graduate program (MS) offered jointly with the psychology department, as well as teaching appropriate undergraduate courses in management. Applicants should hold the Ph.D. (ABD status will be considered) in Industrial/Organizational Psychology and have experience in teaching and research commensurate with rank. Applications should be submitted by January 29, 1993 to **Dr. George E. Lyne, Chairman, Department of Management, John A. Walker College of Business, Appalachian State University, Boone, North Carolina. 28608.** A.S.U. is an equal opportunity. affirmative action employer.

SENIOR ASSOCIATE

Rapidly growing organizational performance consulting firm with spacious headquarters in Metropolitan area. AAI provides programs and consulting services to a wide range of Fortune 500 and smaller businesses, including utilities, telecommunications, pharmaceuticals, financial, automotive, manufacturing and others. AAI provides research-based programs with measurable outcomes. We work in partnership with our clients for the long term. Programs and services include selection, performance appraisal, organizational development, surveys, team and individual development and process consulting. Seeking Ph.D., or equivalent, with minimum 3-5 years experience preferred. Duties are dependent on background and skills but would include program development and implementation for client organizations. Ability to develop and maintain client relationships is critical. Compensation is highly competitive and includes profit-sharing. Send resume to: **Jack McGourty, Vice-president, AAI 23 Vreeland Road, Florham Park, NJ 07932.** Ph.D. or equivalent is preferred.

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HARE YOUR LEADERSHIP SKILLS WITH A NAME YOU KNOW.

Take a look at today's Long John Silver's. Behind a 20 year commitment to excellence and an aggressive plan for product innovation, we've grown to become the #1 name in quick-service seafood. Now's your chance to get on board with our forward-thinking team. We currently have an exciting opportunity for a resourceful, goal-oriented professional to join our Lexington, KY headquarters in the following position:

Manager Of Organizational Development & Behavior

In this newly created position, you will assess our organization's structure and strategies. You will also recommend improvements to enhance our organization's effectiveness. You'll recommend improvements and enhancements, conduct personnel evaluations, determine leadership potential of individual team members, and prepare development plans and appropriate training modules.

In addition to a Master's degree or Ph.D., we require 3-5+ years experience in internal organizational behavior in a service industry setting. Experience in conducting organizational diagnoses, as well as experience in creating various succession, manpower, and individual development plans is also required. Familiarity with skill training, individual psychological assessments and in intervention theory and methods is preferred.

As an industry leader, we'll reward your contributions with a competitive salary and benefits program. For immediate consideration, forward your resume and salary history to:

**Long John Silver's
Director of Staffing
P.O. Box 11988
Lexington, KY 40579**

LONG JOHN SILVER'S.

An Equal Opportunity Employer

ONE-YEAR, VISITING POSITION. Applications are invited for a one-year visiting position in the Department of Psychology of Auburn University. Potential candidates with research and graduate and undergraduate teaching interests in **INDUSTRIAL/ORGANIZATIONAL** psychology are particularly encouraged to apply. Candidates with strong records or considerable promise of scholarly and/or scientific accomplishment will be favored. Rank is open. Applicants should send a letter of interest, a vita, representative reprints, and at least three letters of recommendation to **Prof. Philip M. Lewis, I/O Search Committee, Department of Psychology, Auburn University, Auburn, AL 36849**. Minorities and women are especially invited to apply. Auburn University is an Equal Opportunity/Affirmative Action Employer.

The Department of Psychology at the University of Michigan has an opening, subject to final authorization, for an Assistant Professor in Organizational Psychology. We are especially interested in researchers with a strong theoretical interest in psychosocial processes that mediate between the individual and larger organizational collectivities. In addition to a demonstrated record of research accomplishment, candidates should be clearly committed to high quality teaching at the undergraduate and graduate levels. A vitae, reprints, and at least three letters of reference should be submitted to **Organizational Psychology Search Committee Chair, Department of Psychology, University of Michigan, 580 Union Drive, Ann Arbor, MI 48109-1346**. Applications should be received by January 15, 1993. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

Industrial/Organizational: The Department of Psychology at Wright State University invites applications for a senior position preferably at the rank of full professor. Our program has been expanding in the areas of Industrial/Organizational and Human Factors Psychology over the past few years, and a doctoral degree program in these areas has recently been approved by the State of Ohio. A successful applicant would be expected to assume a leadership role in the development of the new doctoral degree program. Applicants for the position should have a productive, nationally recognized research program in an area of industrial or organizational psychology. Applicants should send a *curriculum vitae*, and names of three individuals who can provide letters of recommendation, to: **Dr. Herbert A. Colle, Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435**. Formal review of applicants will begin February 1, 1993, but new applications will be fully reviewed until the

position or positions are filled. Wright State University is an Equal Opportunity/Affirmative Action employer.

Industrial/Organizational. The Department of Psychology at Wright State University invites applications for a tenure-track position at the level of assistant professor. Our program has been expanding in the areas of industrial/organizational and human factors psychology. A Ph.D. program in these areas has recently been approved by the state. Applicants for the position should have a Ph.D. by the starting date, have research training and a productive, preferably fundable, research program in the areas of industrial or organizational psychology. Preference will be given to candidates who use and can teach multivariate techniques at the graduate level. Excellence in both teaching and research are expected of all faculty. Applicants should send a *curriculum vitae* and have three letters of recommendation sent to: **Chair, Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435**. Formal review will begin February 1, 1993, but new applications will be fully reviewed until the position is filled. Wright State University is an Equal Opportunity/Affirmative Action employer.

Tenure-Track Assistant Professor Position in Industrial/Organizational Psychology. The Department of Psychology at Middle Tennessee State University has a new position opening (availability contingent upon funding), beginning August, 1993. A primary need is to expand the number of undergraduate course offerings, including social and statistics, as well as I/O graduate and undergraduate courses. The position requires the supervision of graduate student masters theses and the development of a research program. Preferred applicants will be those with experience in an industrial setting, through work, consulting, or internship programs. The Department has seven graduate programs, six full-time I/O faculty and over 50 I/O students in the masters program, and offers a wide range of applied courses at the advanced undergraduate and graduate levels. MTSU is located in an industrial growth area 30 miles south of Nashville. MTSU is an equal opportunity/affirmative action employer; minorities and women are encouraged to apply. Please send vita, transcripts, and three letters of recommendation to **Dr. Larry W. Morris, Chairperson, Department of Psychology, MTSU, Box 87, Murfreesboro, TN 37132**. Applications will be taken until the position is filled; however, to receive full consideration, materials should be posted by February 1, 1993.

CONSULTING PSYCHOLOGIST/MANAGEMENT CONSULTANT.

Sperduto & Associates, Inc., an Atlanta-based consulting firm, is seeking a doctoral level, Georgia-licensed 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. Individuals 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.**

Personnel Decisions, Inc., a premier human resources and management consulting firm with more than 75 consulting psychologists, has continued its strong growth. We have, or will have, opportunities for consultants and senior consultants in our Minneapolis, Dallas, Detroit, Houston, and New York offices. Our consultants provide services to client organizations that include: pre-employment assessment, individual coaching and counseling, assessment centers, organizational development, research, profile design and implementation, and career management. Our clients range from family-owned businesses to Fortune 100 companies in virtually all industry groups.

Successful candidates will have 3 to 5 years of corporate experience, a M.A. or Ph.D. in either industrial/organizational or counseling psychology, strong interpersonal and communication skills, client management expertise, and the willingness to travel.

If you are interested in joining a team of highly talented professionals, please send your resume and 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 professionals from all cultural backgrounds.

CONSULTANT/PROJECT MANAGER. Organizational Effectiveness Consultants (OEC) is a management consulting firm based in Chicago, with offices in San Francisco and Boston. We consult to a variety of companies,

ranging from mid-sized to the Fortune 500, in the areas of personnel selection, opinion surveys, alternative compensation, change management and executive coaching. To meet the demands of our rapidly growing client base, we are seeking consultants to assume total project responsibilities in personnel selection and opinion survey programs in all of our offices. The ideal candidate will have an advanced degree (Ph.D. preferred) in I/O Psychology or a related field. Candidates must have at least five years of experience in the field, including experience in a corporate environment, and experience managing large-scale projects in personnel selection and/or opinion surveys. Candidates must possess strong writing and oral presentation skills, a strong quantitative background and the ability to work in a fast-paced environment and meet multiple deadlines. Salary is commensurate with experience and background. Send resume and salary history to: **George M. Langlois, Ph.D., President, Organizational Effectiveness Consultants, 216 S. Jefferson Street, Suite 201, Chicago, IL 60661.**

CONSULTANT AND SENIOR CONSULTANT. Psychological Services, Inc. (PSI) is a growing human resource consulting firm specializing in personnel selection, validation, employment litigation, and test publications with offices in the Los Angeles, Washington DC, and Cleveland areas. Since 1946, we have been providing consulting services to the public and private sectors, working with large and small organizations in all major industry groups. We are seeking new Ph.D. I/O psychologists with strong consulting, analytical, statistical, and communication skills for Consultant and Senior Consultant positions. Responsibilities will vary depending on experience and may include development of job knowledge tests, ability tests, structured interviews, work samples, assessment centers, and performance appraisal systems. Duties may also include job analysis, validation, statistical analysis, litigation support, report writing, and a variety of consulting roles with clients. PSI offers an exciting consulting environment blending scientific rigor with a practical results orientation. Excellent salary and growth potential. Send resume to: **William W. Ruch, President, Psychological Services, Inc., 100 West Broadway, Suite 1100, Glendale, CA 91210.** PSI is an equal opportunity employer.

MANAGER OF TEST DEVELOPMENT. PSI is also seeking a Manager for our Test Publications Division (TPD) located in the Los Angeles area office. PSI publishes two major test batteries, the Employee Aptitude Survey and the Basic Skills Test, as well as three stand-alone tests, the Professional Employment Test, the Firefighter Selection Test, and the Police Selection Test. The Test Development Manager will work closely with internal

resources (TPD Customer Support staff and the Consulting Division) and external sources (I/O psychologists and other test users) to maintain and support existing products and to identify markets and opportunities for new products. Responsibilities will include new product development as well as ongoing research on existing tests. Qualified candidates will have a proven track record (10 years) in test development and personnel selection and will have a Ph. D. in Industrial Psychology or related field. Technical expertise, innovation, and growth orientation are essential. Excellent salary and growth potential. Send resume in confidence to: **William W. Ruch, President, Psychological Services, Inc., 100 West Broadway, Suite 1100, Glendale, CA 91210.** PSI is an equal opportunity employer.

The Department of Psychology at the University of Colorado at Denver invites applications for an anticipated tenure-track appointment at the Assistant Professor level in the area of **Industrial/Organizational psychology**. Candidates must have a Ph.D. in I/O psychology by 31 May 1993. The successful candidate will play an active role in a visible I/O Master's degree program. Responsibilities include research in one's area of expertise and teaching a variety of courses including industrial and organizational psychology at both the undergraduate and graduate levels. Experienced assistant professors with established research and strong teaching credentials are particularly encouraged to apply. Curriculum vitae, a statement of research and teaching interests, three letters of reference, and representative reprints/preprints should be sent to **Dr. Rick Gardner, Department of Psychology, University of Colorado at Denver, P.O. Box 173364, Denver, CO 80217-3364.** To guarantee consideration, all materials must be received by 1 February 1993. The University of Colorado at Denver is committed to enhancing the diversity of its faculty and staff and strongly encourages applications from a broad spectrum of people including women, minorities, veterans and people with disabilities.

CONSULTING PSYCHOLOGIST: Batrus Hollweg Ph.D.s, Inc., is a consulting firm providing psychological services to management. We are currently looking for a qualified consultant to help provide testing programs for selection, placement and development of managers. Primary responsibilities include test interpretation, report writing and working directly with clients to improve their human resource decisions. The right individual for this position will have an M.S. or Ph.D. in psychology or a related field. Strong insight, communication skills and the ability to establish rapport with clients are necessary for success. Starting salary is commensurate with experience. We also offer a bonus system, profit sharing and medical

insurance. Applicants should send resume and cover letter to: **John A. Butemeyer, Ph.D., 8330 Meadow Road, Suite 100, Dallas, TX 75231-3750. FAX 214/696-4549.**

TEST VALIDATION AND DEVELOPMENT SPECIALISTS. The California Department of Consumer Affairs and the California Commission on Peace Officer Standards and Training are currently seeking applications for the positions of Test Validation and Development Specialist I and Test Validation and Development Specialist II. Qualified applicants should have knowledge and experience in job/occupational analysis, test construction, test validation, and applied research statistics. Strong written and oral communication skills are essential. Expertise in SAS, SPSS, or other statistical software highly desirable. M.A. or Ph.D. in industrial psychology or a related field preferable. For more information about the positions please contact Dr. Norman Hertz at (916) 322-2703. For copies of bulletins (announcements) and applications call (916) 324-6513. Completed applications must be postmarked by *February 11, 1993* and mailed to the **Department of Consumer Affairs, 440 "R" Street, Suite 3080, Sacramento, California 95814, Attention: Kathy Campbell.**

Position Announcement

Research Psychologists: Personnel Selection (GM-13) and Training and Development/Evaluation (GM-13). The FAA Civil Aeromedical Institute (CAMI) has two openings for full-time psychologists in its Training and Organizational Research Laboratory. One is for an I/O psychologist with experience in developing, validating, and maintaining personnel selection systems. The second is for a psychologist with experience in developing, and operating large personnel training and tracking data bases to support the evaluation of training and personnel selection systems. The laboratory is involved in an applied program of research on personnel selection, organizational and career development, and training assessment affecting both technical and managerial positions. Research staff are encouraged to participate in other laboratory projects outside their primary area of concentration as time and interest allow. Candidates for both positions must have a Ph.D. in psychology and a minimum of two years relevant postdoctoral experience, with strong psychometric and quantitative skills, and evidence of interest in publishing. Salary begins at \$46,200. Experience in the field of aviation is a plus. Send letter of interest, vita and transcript of graduate study to **Thomas F. Hilton, Ph.D., FAA Civil Aeromedical Institute (AAM-520), P.O. Box 25082, Oklahoma City, OK 73125** by February 15. The FAA is an equal opportunity employer.

ADVERTISE IN TIP

The **Industrial-Organizational Psychologist** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 4000 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4300 copies per issue.

Advertising may be purchased in **TIP** in units as large as two pages and as small as a half-page spread. In addition, "Position Available" ads can be obtained at a charge of \$75.00 per position. For information or placement of ads, contact: SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005.

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