

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

Editor:

Kurt Kralger
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	Adrienne Colella
James C. Sharf	Robert Most
Charmine Hartel	Kerry A. Burgess
Karen May	

The Industrial-Organizational Psychologist is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. It is published quarterly in July, October, January, and April. Circulation is approximately 4500, which includes the membership of the Society; all APA officers, board members, Division presidents, and newsletter editors; graduate students in Industrial Organizational Psychology and Organizational Behavior programs; and individual and institutional subscribers. Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology unless so stated.

Manuscripts and News Items:

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

Printed By:

Stoyles Graphic Services, Lake Mills, Iowa 50450.

Deadlines for each issue are:

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

Advertising and Positions Available:

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

Subscriptions and Address Changes:

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

Address changes, corrections for all Society members and **TIP** subscribers, and other business items should be directed to:

SIOP Administrative Office
657 East Golf Road, Suite 309
Arlington Heights, IL 60005
Phone: 708-640-0068

Leaders in Measurable Change for Twenty Years

The **Clark Wilson Group** provides multi-level, competency-based feedback surveys in five series.

Quality

- *Quality Values in Practice* (QVIP) to assess readiness of units, departments and the total organization

Leadership

- *Executive Leadership* (EXEC) strategic foresight and oversight
- *Leadership Practices* (SLP) vision, influence and drive for change
- *Influencing Others* (IO) leadership skills for specialists

Management

- *Management Practices* (SMP) for basic managerial competencies plus interpersonal relations
- *Peer Relations* (SPR) basic organizational skills for specialists
- *Working With Others* (WWO) for pre-supervisory skills
- *Coaching Practices* (CCH) for coaching and appraising skills

Teams

- *Executive Teams* (XT) for top management coordination
- *Our Team* (OT) for negotiating and conflict resolution skills
- *My Team Mates* (MTM) for individuals' teaming skills

Sales

- *Sales Management Practices* (SSMP) the SMP for field sales managers
- *Sales Relations* (SSR) feedback from customers and prospects on probing and presentations skills of sales representatives

Our surveys are supported by action planning guides and experiential workshops. We customize to meet your needs.

Our materials have demonstrated validity. They are competency-based and designed as teaching tools. HR professionals may qualify for one survey and readily transfer to the others.

THE
CLARK WILSON GROUP
INCORPORATED

Leading Publisher of Competency-Based Development Materials Since 1973

1320 Fenwick Lane • Suite 708 • Silver Spring, Maryland • 20910 • USA
301.587.2591 • 800.537.7249 • Fax 301.495.5842

Testing Maintenance Employees

*Comments by Tom Ramsay
Human Resources Psychologist*

Most organizations realize the key importance of their maintenance force to the productivity and viability of their business.

Some, by virtue of high profitability, are able to assure competency by paying the highest wages to attract the most qualified persons. In such settings we have made selection procedures (job knowledge or skills tests) to enable management to determine which candidates have the requisite capabilities, e.g., knowledge of PLCs, DCSs, ladder logic, and process control equipment.

Other organizations are in tight labor markets where only a few qualified candidates are available. Still other organizations have such restrictive labor agreements that they are not permitted to hire "from the street." In both of these settings the organizations have agreed to provide training to existing maintenance workers. We then provided paper-and-pencil or hands-on tests to be used on a diagnostic basis. The organizations could then (a) select those who knew the most about the craft and showed the most proficiency, or (b) determine the basic areas for remedial training for specific work groups or individuals.

If you would like to discuss methods of assuring competency of maintenance employees, give us a call.

RAMSAY CORPORATION

Boyce Station Offices
1050 Boyce Road
Pittsburgh, PA 15241-3907
(412) 257-0732

THIS IS TIP

A user-friendly guide to this issue of TIP

More news on the legal front, including Soroko vs. Dayton-Hudson:

APA Files Amicus Brief (pp. 85)
Testing Standards to be Revised (pp. 87-88)
Target Stores Settle Out of Court (pp. 88-89)
See also Practice Network, and the President's Message

Subgroup norming is hot-hot-hot, and discussed in:

"Alternative Challenge to Subgroup Modifications . . ." by David Arnold & Alan Thiemann (pp. 51-52)
Report of the Scientific Affairs Committee (pp. 44-49)

Because they have, ah, personality . . . Profiles on:

Eduardo Salas, profiled by Karen May (pp. 23-26)
Marv Dunnette, profiled by Bob Most (pp. 16-23)

Still trying to get published? Two must-reads are:

Mike Campion's study on reviewer characteristics and decisions (pp. 29-39)
Ed Locke's look at footnotes which have been "lost in the archives" (pp. 53)

Professional issues are debated (and Bob Guion elevated!) in:

Tom Baker's Practice Network (pp. 55-64)
Vantage 2000 by Charmine E. J. Hartel (pp. 77-82)
Tim Wiedman's look at TQM and performance appraisal (pp. 64-66)
Lance Seiberhagen's rebuttal on a SIOP ethics code (pp. 69-71)

SIOP '94 Conference and Workshops . . .

are previewed in brief notes by Bill Macy (pp. 11-12) and Cathy Higgs (pp. 13-14)

Students:

The Student Network is coming right back at you (pp. 95-98)

And, check out the biggest, baddest **Calls and Announcements** ever published in **TIP!**

FEATURES

	Page
SIOP '94: Opryland Hotel by William H. Macey.....	11
Preview of SIOP Workshops by Catherine Higgs.....	13
Call for Program Proposals: 1994 APA Convention in Los Angeles by Ann Marie Ryan	15
Marvin D. Dunnette: Quiet Competence by Robert Most	16
TIP PROFILES: Eduardo Salas by Karen E. May	23
Are There Differences Between Reviewers on the Criteria They Use to Evaluate Research Articles? by Michael A. Campion	29
Errata.....	43
Alternative Challenge to Subgroup Modifications in Test Scoring by David W. Arnold and Alan J. Thiemann	51
Found in the SIOP Archives: Footnotes that Somehow Got Left Out of Published Manuscripts by Edwin A. Locke	53
Performance Appraisal in a Total Quality Management Environment by Timothy G. Wiedman	64
An Ethics Code For I/O Psychology: Good Behavior at Low Cost by Lance Seberhagen	69
APA Files Amicus Brief in PAWS v. University of Washington.....	85
Testing Standards to be Revised by APA, AERA, and NCME by Wayne Camara	87
Target Stores Settle Out of Court in Soroka v. Dayton Hudson by Dianne C. Brown	88

DEPARTMENTS

A Message from Your President by Paul R. Sackett.....	5
Upcoming SIOP Conferences.....	7
IOTAS by Kurt Kraiger.....	7
Practice Network by Thomas G. Baker.....	55
Report of the Scientific Affairs Committee	44
Vantage 2000 by Charmine E. J. Hartel	77
SIOP Calendar.....	82
Annual Financial Report of the Society by Ralph A. Alexander.....	91
A Report on the Frontiers Series by Irwin L. Goldstein.....	93
Student Network by Kerry A. Burgess	95
The SIOP/APS Connection by Lee Herring	98
Upcoming Conferences and Meetings.....	101
Calls and Announcements.....	103



A Message From Your President

Paul R. Sacket

We've just received the results of the APA Council of Representatives election. We will have two new council reps: Rich Klimoski and Mike Campion. I'm very pleased to have both of them representing the Society. I'd like to offer thanks to the two outgoing council reps, Ann Howard and Wally Borman, as their terms come to a close.

As I write this in mid-August, all SIOP committees are up and running, and we are preparing for our September 11-12 meeting of the Society's executive committee. While some of the meeting will be devoted to the day-to-day business of the Society, we are planning to devote a considerable amount of time to a consideration of long term "big picture" issues regarding future directions for the Society.

One issue under consideration concerns requirements. Prior to 1989, APA membership was a prerequisite to Society membership. In 1989 we changed the requirement to APA or APS membership. We are frequently asked why membership independent of other professional affiliations is not permitted. Supporters of the present policy argue that membership in a national psychological association is important in that it provides a broader perspective on I/O psychology as part of larger discipline, and they also note that SIOP's representation of the APA Council of Representatives is a function of the number of APA members who affiliate with the Society. If a substantial number of SIOP members dropped APA membership, our representation within APA would be reduced. Some opponents of the present policy question why affiliation with other broader organizations, such as state psychological associations or the Academy of Management, does not meet the requirement of affiliation with a broader organization. Other opponents of the policy argue that requiring membership in specific organizations is paternalistic and that SIOP membership should be available independent of affiliation with any other organization to individual meeting our other requirements (e.g., a doctoral degree for member status, and involvement in professional activities related to the mission of the Society). I'm very interested in the perspectives of Society members on this membership issue; please feel free to contact me or any member of the executive committee.

A number of significant events of the last few months have revolved around testing issues. First, a settlement was reached in June in the Soroka v. Dayton Hudson case. The case involved the use of the MMPI and the CPI in

the screening of candidates for security guard positions, and plaintiffs raised questions about test items dealing directly with religious beliefs and sexual preference. In the settlement, Dayton-Hudson agreed to compensate all individuals who had been tested and agreed no to test candidates with the MMPII and CPI for a five year period. Prior to the settlement, and in anticipation of the case being heard by the California Supreme Court, a SIOP committee headed by Wayne Cascio made a major contribution to an APA amicus curiae brief. We felt that involvement was important because the lower court decision dealt not only with the inclusion of offensive test items, but also with standards for justifying test use, including the suggestion that each individual test item would need to be shown to be related to job performance. We are concerned that the settlement eliminates the need for the case to be reviewed by the state Supreme Court the lower court findings have been codified into California law. We will continue to monitor subsequent litigation based on this statute.

Second, elsewhere in this issue of **TIP** you will find the report on subgroup norming of test scores that Kevin Murphy's Scientific Affairs committee prepared. I have sent the report to the EEOC on behalf of the Society, and I am in contact with EEOC staff attorneys charged with drafting interpretive guidelines for the Civil Rights Act of 1991.

Third, the process of revising the joint APA/AERA/NCME *Standards for Educational and Psychological Tests* is getting underway. A sixteen-member committee has been appointed, co-chaired by psychologist Charlie Spielberger and educational researcher Eva Baker. Two members of the Society will be on the committee: Jo-Ida Hansen and myself. The committee will hold its first meeting this fall, at which time more details about the committee's process and time line will become available.

Fourth, the last issue of **TIP** contained my testimony on behalf of APA on the Goals 2000: The Educate America Act. The bill would establish a national system of occupational skill standards and certification assessment. The testimony called for statutory language holding assessment procedures to professional standards regarding reliability and validity, and encouraged the involvement of I/O psychologists. As of this writing the bill is still alive and will be considered after Congress reconvenes.

As these comments and the issue of **TIP** as a whole indicate, the Society is involved in a lot of issues. As always, I welcome comments on any of the issues discussed in this column, or on any issue related to the Society. Give me a call at 612-624-9842.

IOTAS

Kurt Kraiger
University of Colorado at Denver

All in Favor, Say...

Mary Tenopyr has recently been elected president of Division 5 of APA, the Division of Evaluation, Measurement, and Statistics. She will take office in August, 1994, succeeding **Frank Schmidt**. Mary is also starting a three-year term on the APA Committee on Psychological Tests and Assessments. . . . **Paul Thayer** was named as the new Treasurer and Finance Committee Chair of APS, succeeding **Milt Hakel**. There is no truth to the rumor that Paul also had a small speaking part in the recently filmed Friday the 13th — Part X.

Fall Forward (Or Is It Spring Ahead?)

Steven Mellor has joined the I/O Program at the University of Connecticut, and has already forgotten a solemn lifetime oath to follow the Pittsburgh Pirates, switching instead to the ever-jinxed Boston Red Sox...**Elizabeth Kolmstetter** has recently left Westat, Inc. to become the first I/O Psychologist employed by the Federal Bureau of Investigation. Stationed at FBI headquarters in D.C. (just down the street from CONTROL!), Elizabeth will be involved in a variety of projects emphasizing agent and support selection systems . . . **Alexander Caillet** has joined Wm. Schiemann & Associates, Inc. as a consultant and research associate.

Jeff Daum, president of Competency Management Incorporated, recently announced that **Mark Blankenship** has joined CMI as a Senior Project Director. Mark will be based out of CMI's new left coast office in San Diego . . . **Mitchell Lee Marks** has joined the Delta Consulting Group in New York City as Director . . . One day last month, **Paul Sackett** reportedly left his office slightly before 5:00 PM . . . **Gary W. Carter**, formerly of the Montreal Expos and PDRI in Minneapolis, has recently accepted a position as a Research Consultant in the Assessment Research and Development Program at the U.S. Department of Labor. He is also working with the North Carolina Employment Security Commission and will be serving under a cooperative agreement between the two agencies.

And Finally: Is This Heaven?

You could subtitle this, how I spent my summer vacation. Two evenings a week, and in the hot morning sun of Saturdays in July, I coached "The Chainsaw Massacre," the name I gave to my 12-and-under baseball team, sponsored by the local hardware store. I could say I did it to learn more about applications of Path Goal Theory, and positive reinforcement, and Vertical Dyad Linkage models. And of course I did. But I did it mostly to teach some

baseball, have some fun, and learn something about how an eleven year old's mind works. And of course I did.

If success is measured in wins and losses, than surely we were successful, as our 8-4 record and 2nd place finish will attest. If success is measured in motivation and commitment, then the fact that these kids seemed as excited about Game 12 as they did in Game 1 says something about our season. Indeed, the finale might have inspired Ernest Lawrence Thayer (who penned *Casey at the Bat*) to write again. Against the first place team, the we hit and ran and caught and challenged and pitched and ran some more; and raced to a 15-0 lead heading into the bottom of the third. It was then I gave every player the chance to play every position he ever wanted, and a 10-run rally with 2-outs in the third led to a 15-13 win in a game finally called on account of darkness. And as players then rolled on top of each other in the infield dirt in celebration, I recalled Shakespeare's warning, "Uneasy hangs the head that wears the crown."

But surely success in Little League must be measured in more than wins and losses, more than dedication and effort. Ultimately, it must be measured in memories, for the players, the parents, and even the coaches. Most of all, I will remember two games.

One came in the second game of the season. All during pre-season practices, I lectured on "the plan" — what we would do to be successful. We would be smarter than other teams, always knowing what to do when, and we would be more aggressive—putting the ball in playing, then running to force errors. But I was preaching concepts, and it was unclear whether any of the players could visualize success using the pictures I would paint. It became less clear when we lost the first game 9-3, to a team that would eventually finish last. The game was close until my pitcher lost his control in the 5th and gave up 5 runs. But, it's hard to get mad at a kid who's father just had a malignant tumor removed from his brain, a kid who left the mound only wanting to know if it was still OK for him to catch the 6th.

In the next game, the team trailed 9-5 heading into the 5th, and had lost all confidence in the plan. But I encouraged them to put on their "rally caps" (baseball caps turned backwards), and they rallied for four runs to tie. In the 6th, with one on, James came to bat. James is Mexican, and brings his interpreter and family of eight to each game. In the second, he grounded to the pitcher and came back to the bench and cried. This time, with two strikes, he doubled down the line for the winning run. Confidence was back, and so was the plan.

The plan held until a three-game losing streak in midseason disavowed any notions of a title run. I found I was powerless to stop the losing. I changed batting orders and moved players around, threatened to bench players for not hustling, and benched others for not caring. Finally, in a game pushed back because of a rain storm, we broke the streak in the other game I won't forget.

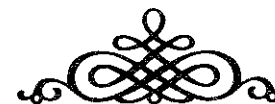
As my players took the field for the start of the game, my pitcher shrieked, "Look!", and I jerked my head out of my scorebook. He, and most of the infield, were looking out over the outfield, past the fence and the (yes,) cornfields beyond. "It's a rainbow!" he cried again.

And I remembered that this was supposed to be fun, hell, it was fun. When the season started, I had promised them learning, I had promised them success, and I had promised them fun. But mostly, I had promised that, ideally, all three should come together; and that time was now.



PUBLICATION SCHEDULE FOR TIP

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



ORA INC.

**BUILDS QUALITY REAL TIME
SIMULATIONS FOR SELECTION,
PLACEMENT & PERFORMANCE
EVALUATION.**

***Let our experience help you
achieve these competitive benefits:***

- > Deliver valid & cost effective simulations for your business and public service clients.
- > Create value for your internal & external clients by responding rapidly to quality expectations.
- > Free your fiscal and human resources for strategic advantage.

Your proprietary relationships are guaranteed.

***ORA also provides job analysis
and training support services.***

References are available.

Please contact:

**JOSEPH SCHNEIDER, PH.D.
ORGANIZATION RESOURCE ASSOCIATES, INC.
55 SHEEP HILL DRIVE
WEST HARTFORD, CT 06117
203/523-4988**

**SIOP '94
OPRYLAND HOTEL**

William H. Macey

Now would be a good time to make your plans for attending the ninth annual conference in Nashville, TN. The 1994 conference will be held at the Opryland Hotel April 8-10 with pre-conference workshops on April 7, 1994. As you may recognize, the 1994 conference is being held nearly one month earlier than recent conferences.

The workshop committee led by Cathy Higgs has planned 14 workshops which have been designed to reflect the needs of SIOP membership. Look for her article elsewhere in this issue of **TIP**. Registration forms for both the workshops and the conference will be mailed in January and will also appear in the January issue of **TIP**. Workshop attendance is always high, so plan on sending in your registration materials as early as possible.

Jeff McHenry and the program committee are likewise planning another outstanding conference program. Submissions have been strong both in quality and number every year since the first conference, and every indication points to another outstanding program. The conference is a reflection of the hard and creative work that is evident in the various papers, symposia and other offerings. So, thanks again for your support and good luck!

Location is always part of the attraction to the conference, and The Opryland Hotel offers unique advantages both in terms of its central location and the Opryland USA entertainment complex of which it is a part. Opryland USA includes, of course, the Grand Ole Opry as well as the Opryland Show Park and other attractions. The Opryland Hotel is an opulent facility with a two acre tropical garden. Of course, the country music is at its best and available everywhere. Stan Golden and the Local Arrangements Committee are preparing a guide to help visiting members identify the best attractions and restaurants. A reservation form for the hotel is provided in this issue of **TIP**. Please note the restrictions and the reservation deadlines.

Linda Hoopes and her Registration Committee will hopefully again face the challenge of record attendance. Attendance is likely to be bolstered to even higher levels as Donna Denning continues to develop the job placement services. Look for more information regarding placement services in the registration materials you should receive in January.

Travel to the conference should be particularly easy this year as Opryland Travel is offering 45% off full coach fares or 5% off the lowest applicable fare when flying American Airlines. Tickets must be purchased 14 days prior to departure. For more information, call Opryland Travel at 1-800-677-

9526. Look for more details on travel arrangements in the registration materials.

If you have any questions about the conference, please contact me or any members of the Planning Committee: Wayne Cascio (Past President), Donna Denning (Job Placement), Stan Golden (Local Arrangements), Cathy Higgs (Workshops), Linda Hoopes (Registration), Jeff McHenry (Program), and Paul Sackett (President). I look forward to seeing you at Opryland!

OPRYLAND HOTEL
(615) 889-1000

RESERVATION REQUEST
2800 OPRYLAND DRIVE
NASHVILLE, TN 37214

Arrival Date: _____ Time: _____ Departure Date: _____

Check-in time is 3:00 p.m. Check-out time is 11:00 a.m.

Traditional Single: \$122

Double: \$138

The rate for each additional person per room is \$15.00.

Prices listed above are in effect until March 6, 1994. The hotel cannot guarantee either your reservation or the special convention rate if your request is received after this date. Any reservation request received after March 6, 1994 will be confirmed on a space available basis.

Reservations must be accompanied by a deposit equivalent to one night's room charges. Opryland Hotel accepts deposits made by check, MasterCard, VISA, Diner's Club, Discover, Carte Blanche or American Express. Refunds will be made only when cancellations are received *at least 72 hours* prior to scheduled arrival date.

Please confirm to:

PLEASE PRINT

Name _____

Company _____

Street _____

City _____ Province/State _____ Zip _____

American Express _____ Carte Blanche _____ Discover _____

Diners Club _____ MasterCard _____ VISA _____

Credit Card # _____ Expiration Date _____

Signature _____

Special Requests (subject to availability):

Rollaway Bed _____ Crib _____

Connecting Room _____ Non-Smoking _____

Handicapped Room _____

Other _____

SOCIETY FOR INDUSTRIAL AND
ORGANIZATIONAL PSYCHOLOGY, INC. (N-AIO)
April 7-10, 1994

Preview of 1994 SIOP Workshops

Catherine Higgs

Allstate Research and Planning Center

Plan ahead for your participation in the 1994 SIOP workshops! Workshops will be held on April 7, 1994 at the Opryland Hotel, nearly a month earlier than the schedule of the last few years. We provide you with this early preview of the workshops to help you with your travel and schedule planning.

The Continuing Education and Workshop Committee is proud to announce the following workshops that are currently planned for the 1994 annual conference. Please note that changes in titles and/or presenters may occur prior to the final description to be published in the next issue of **TIP**.

360 Feedback As a Tool: Or Are We Just Going Around in Circles? by George Hollenbeck, Hollenbeck Associates, Joel Moses, Applied Research Corporation, and Melvin Sorcher, Sorcher Associates.

Beyond EEO and ADA: Employment Law in the 90's from Negligent Hiring to Wrongful Discharge by Gerald V. Barrett, University of Akron and Robert S. Carrabell, Sr. Counsel—Labor, TRW, Inc.

Building a Successful Consulting Practice by P. Richard Jeanneret, Jeanneret & Associates, Inc. and Frank J. Landy, Penn State University.

Career Strategies for Industrial-Organizational Psychologists by David P. Campbell, Center for Creative Leadership and Jeanne M. Brett, Northwestern University.

De-Mystifying Statistics: Getting a Handle on Recent Advances in Statistics and Data Analysis by Kevin R. Murphy, Colorado State University.

Developing Diversity in an Organization: What Does It Take? by Ann Morrison, New Leaders Institute and Donna Thompson, Baruch College, City College of New York.

Downsizing: Before, During, After by Wayne Cascio, University of Colorado at Denver, Sally Hartmann, Sears, Roebuck and Co., and David Noer, Center for Creative Leadership.

Individual Assessment for Selection, Individual Development and Organizational Development by Erich Prien, Performance Management Associate, Lois Tamir, Personnel Decisions, Inc. and Louise Miller, Management Psychology Services (full-day session).

Management Development through job Experiences by Maxine Dalton, Cynthia McCauley and Marian Ruderman, all with the Center for Creative Leadership and Suzanne Sutter, Cole National Corporation.

Measuring and Marketing the Impact of Human Resources Functions by Michael J. Kavanagh, State University of New York at Albany and Wilfred B. Brewer, The Human Resource Partnership.

Personality Assessment and Job Performance by Peter Saville & Holdsworth and James Butcher, University of Minnesota.

Teaming for Tomorrow: Implementation of Self-Managed Work Teams in Traditional Organizations by Douglas A. Johnson, Sandra Richardson, and Edward D. Strickel, all with the Interdisciplinary Center for the Study of Work Teams, University of North Texas.

The Changing Employment Contract by Denise Rousseau, Northwestern University.

TQM: Implications for Human Resource Management by Harold Tragash, Rhone-Poulenc Roher, Inc.

The workshop on **Individual Assessment** will be a full-day session; all others will be half-day sessions. Complete descriptions of the workshops will appear in the next issue of **TIP**. That issue also will include the registration form for these workshops.

Members wishing to join the Continuing Education and Workshop Committee should fill out the "self-nomination form" in **TIP** and submit it to the Chair, Committee on Committees. Members with suggestions for workshop topics or other suggestions for the committee are invited to contact the Workshop Committee chair. Members or others who wish to propose their own workshops for consideration by the Workshop Committee should see the Calls and Announcements in the next issue of **TIP**. If you have any questions, please call Cathy Higgs, Continuing Education and Workshop Committee Chair at (415) 324-2721.

WRITTEN A GOOD BOOK LATELY?

Encourage your publisher to advertise your masterpiece in **TIP**! Advertising rates and additional information appear on the last page of this issue. This is an excellent way for you to support the Society while enhancing your royalties!

Call for Program Proposals: 1994 APA Convention in Los Angeles

Ann Marie Ryan

It's already time to start developing program proposals for the 1994 APA Convention. The convention will be held in Los Angeles from Friday, August 12th, to Tuesday, August 16th. **Program proposals must be received (not postmarked) on December 3, 1993.**

The Board of Convention Affairs has established new uniform requirements for all paper/poster proposals, which are detailed below. We welcome new and different program formats. We hope that having to write less encourages you to submit more! Papers, symposia, tutorials, debates, panel discussions, and conversation hours are traditional, welcome formats, but we will also consider any innovative formats you can create.

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

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

- "Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions, however we also have the option of combining separately accepted papers into a paper session focusing on a common theme. Presentations (individual papers) will be blind reviewed. The new requirements for submission are: five copies of a 500 to 1,000 word summary and five copies of a 100-word abstract. Please do not put your name on the summary or abstract, just the submission title. Submissions should be double-spaced, with one-inch margins using elite type.
- "Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative, nontraditional formats are encouraged. Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit five copies of the complete proposal. Proposals for these sessions should include a 300-word general summary and 300-word summaries of each participant's

presentation. As with presentations, submissions must be double spaced, with one-inch margins, in elite type.

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

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

If you have questions, ideas, or suggestions for invited speakers, feel free to call, write, FAX or BITNET to: **Ann Marie Ryan, Department of Psychology, Bowling Green State University, North College & Merry Streets, Bowling Green, OH 43403. Telephone: (419) 372-2301; FAX: (419) 372-6013; BITNET: ARYAN@TRAPPER.** Please send all program submissions to this address as well, to be received (not postmarked) by **December 3, 1993.** As with many campus mail destinations, you should allow a week for receipt if using regular postal mail service.

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present at APA. We're counting on you to make the 1994 APA Convention a success.

Marvin D. Dunnette: Quiet Competence

Robert Most

Consulting Psychologists Press and Mind Garden

Marvin Dunnette has long been a leader in psychology, making significant accomplishments in publications, in the academic world, and in consulting. What makes him the ideal role model for psychologists is that he has done all this with modesty, with the encouragement and praise of colleagues and students, and with a strong sense of humor.

Marv's story is one that he likens to the film *Being There* because he feels it was a matter of being in the right place at the right time. But it is much more than that.

Marv's parents exemplified solid Midwestern values. His father, Rodney, was a successful lawyer in Austin, Minnesota, and his mother, Mildred, was at heart a career woman. She was frustrated by the social strictures against women holding jobs, especially when married to professionals and particularly during the depression when all jobs were to be taken by men.

In 1932, on Independence Day, Marv came down with polio. Even though it was non-paralytic and he felt perfectly healthy, he was quarantined to his house, with his father excluded from being there. From this episode, with his mother's care and concern over his welfare and his father's nightly visits to his window to talk to him, Marv came to feel the unqualified love of his parents. It left him with a sense of self-worth and a quiet confidence that he feels were important to his self-concept. His parents served as models of compassion and helpfulness.

Marv's father and he were close, though they didn't really talk much together. "His influence was transmitted through his telling of the day's events, his court cases, and his humorous characterizations of people in the small and closely knit circle of persons with whom my parents socialized. Both of them had little time for the so-called 'upper crust' of Austin society. In particular, they joked about the quasi-aristocracy created by the executives of the dominant employer in Austin, the Hormel Company. In fact, it was evident that my parents stood proudly apart from what they called the 'society crowd' " (Dunnette, 1986). Marv's father's values were most clearly revealed when Marv was in the Rochester, Minnesota, hospital after having his tonsils removed. During his stay, his father wrote him a letter in which he complimented Marv for being brave but left a message, "Even when you've done well and you have every right to be proud, don't ever brag. Let people recognize your merit on their own. Excellence does not require boasting" (Dunnette, 1986).

Marv recalls another incident that had a fortunate conclusion. In 1944, he joined the Marine Corps with the understanding that he would be assigned to an Officer's Training program called V-12. In this program, he was to be sent to college to prepare for Officer's Candidate School. Instead, he was sent to a processing station in San Diego where he was told that "another 'sucker' had landed." His father wrote a letter to the Commandant of the Marine Corps about the deceit of the recruiter and with further facilitation on Marv's part, he was transferred to the Marine detachment at the University of California, Berkeley. Not long after, his former division (the Fifth Marine Division) fought the bloody battle of Iwo Jima. To Marv, this was an "important example of where good fortune combined in part with considered action has affected my life and career in strange and remarkable ways" (Dunnette, 1986).

Upon arriving at Berkeley, he majored in Chemistry, a subject he had enjoyed in high school. After discharge from the Marine Corp, he transferred to his home University of Minnesota and completed his Bachelor's degree there in 1948. When he entered the university, however, a mistake in registration resulted in his majoring in Chemical Engineering instead of Chemistry. Upon graduation he spent a dissatisfying year working in a chemistry research laboratory. In the lab, his work with a supervisor whom

Marv later came to believe might have been schizophrenic, caused him to re-think his vocational goals.

Realizing that chemical engineering was not his calling, he entered Law School at Minnesota thinking he might join his father's practice. To help fund his education, he got a half-time job counseling engineering students who were on academic probation. He was advised that for the job he needed to enroll in D. G. Paterson's course in Occupational and Vocational Psychology. Marv loved learning about how Psychological tests could be used for vocational guidance and counseling. As part of the course, he was counseled by a teaching assistant, John D. Black (who was later to found the Stanford Counseling Center and Consulting Psychologists Press), to go into psychology. As a result, Marv left law school and enrolled in psychology with D. G. Paterson as his advisor and mentor.

For his doctoral dissertation, Marv developed an engineering analogies test to measure engineering knowledge, known as the *Minnesota Engineering Analogies Test* (MEAT). One of the exciting experiences of his early career was meeting with the psychologists from the Psychological Corporation over drinks at the Top of the Mark Hopkins Hotel in San Francisco when they informed Marv that they had agreed to publish the MEAT.

Marv's talent for clear writing may have come from his two-year internship at Minnesota's Industrial Relations Center. Marv was rewriting and finishing a 50-page report by his internship predecessor. One day he was summoned before the ruling triumvirate of the center and told, "Dunnette, you can't write worth a damn!" He then relates how he was lectured on the crucial role of clarity, succinctness, human interest, and simplicity in writing. No direct instruction was provided, but the message was clear, namely; "Poor writing is the most obvious indicator of a muddled mind. If one's writing is not worth a damn, then the scientific stature of that person is typically inferred to be worth even less." (Dunnette, 1986). The irony is that because Marv did not originally write the report, his writing might have been good all along. In any case, the importance of clear writing became very salient for Marv.

In 1955, Marv took a position with 3M Company as Manager of Employee Relations Research. He refers to this period as his "five-year residency requirement" on the road to becoming an industrial and organizational psychologist. At 3M, he set out to follow D. G. Paterson's advice to "write up" everything he did. So Marv began writing detailed technical reports to be retained in his files. He would also write executive summaries that he distributed to managers as well as journal articles based on his research. Marv says that this writing resulted in a wealth of positive reinforcement because the managers complimented him on the summaries and "scientific" articles. Marv also sent the technical reports out to a mailing list of colleagues. Ed Ghiselli reciprocated and they "established a mutual respect and admiration society."

The publishing of over 50 articles, chapters, and reviews while at 3M gave Marv the opportunity to return to the University of Minnesota psychology department as an associate professor with tenure. The chair of the department, Paul Meehl, hired Marv to replace D. G. Paterson upon his retirement. Marv feels that his career might have been very different if he had to concern himself with the typical publishing and the other academic requirements of an assistant professor. The work at 3M also grounded him in the applied needs of organizations.

Marv also credits his success to the "influx of intelligent, energetic, and creative graduate students. . . . It has often seemed that I was barely hanging on as one fine mind after another would come along to study at Minnesota and thereby keep me abreast of interesting and important things going on in the field of psychology" (Dunnette, 1986).

Richard Hatch was particularly influential to the direction of Marv's work. Hatch, for his dissertation research, invented a new item format, called the forced choice differential accuracy method, which successfully overcame sources of spurious empathic accuracy, assumed similarity, stereotype accuracy, and social desirability response sets which had been criticized in the literature at the time. This dissertation triggered Marv's interest in interpersonal perception research. This was the topic of his Division 14 presidential address and a significant paper on processes of interpersonal perception (Dunnette, 1969). Most interesting is that Marv became a critical spokesperson about T-Group training methods (Dunnette, 1970) and received a National Institute of Mental Health grant with John Campbell to study the effectiveness of T-group experiences in management training and development (Campbell & Dunnette, 1968). Although he extensively studied T-groups, he never went through one himself.

During this period, Marv replicated Donald Taylor's study on group versus individual brainstorming in an industrial sample, concluding that individual brainstorming was superior to group brainstorming and that "the superiority of individual brainstorming over group brainstorming was relatively greater when it was preceded by group participation" (Dunnette, Campbell, & Jaastad, 1963). Marv's work was read by A. Delbecq who turned it into what is now known as the nominal group technique (Delbecq, Ven de Ven, & Gustafson, 1975).

Especially during this period Marv had a low tolerance for "fads, fashions, and folderol in psychology" (Dunnette, 1966). His article by that name gives examples and solutions including suggestions such as "Press for new values and less *pretense* in the academic environments of our universities!" and "Give up constraining commitments to theories, methods, and apparatus!" In one article (Dunnette & Kirchner, 1962) he lists "techniques used which mislead the reader" such as "Write a brief and easily understood summary and conclusions. Be sure to state the conclusions positively and in line with what

you hoped to show." Along a similar vein, his research effectively laid to rest basic propositions of the Herzberg two factor theory of job satisfaction showing that across occupational groups satisfaction is a much more complex construct (Dunnette, Campbell, & Hakel, 1967).

One of Marv's classic contributions to the management literature came from a grant from the Smith Richardson Foundation to study managerial effectiveness. Marv put together a team of himself, John Campbell, Ed Lawler, and Karl Weick. They surveyed the current literature and industrial practices then identified gaps in the current state of knowledge and suggested the type of research that was needed (Campbell, Dunnette, Lawler, & Weick, 1970).

The *Handbook of Industrial and Organizational Psychology* (Dunnette, 1976) came about because a Rand McNally editor suggested the project to Marv. At the time Division 14 was planning a handbook, but after Marv talked it over with Paul Thayer, they agreed that Marv should push forward with his Handbook in lieu of a Division 14 sponsored handbook. Marv credits much of the quality of the Handbook to the excellent work of associate editors, George England, John Campbell, Robert Guion, and Richard Hackman. Marv also had two excellent editorial assistants, Leaetta Hough and Gay Perkins. The Handbook sold about 12,000 copies and became a definitive reference in psychology. The Second Edition of the Handbook is more extensive and consists of four large volumes. For the Second Edition, Leaetta Hough became co-editor and the fourth volume is co-edited by Harry Triandis.

Marv started his consulting role when his first student, Richard Hatch, was working with the Marine Corps in San Diego. For some reason the Marine Corps was unable to pay Hatch directly for his services and they needed an organization to develop a contract with the Office of Naval Research. To help Hatch out, Wayne Kirchner and Marv formed a corporation called Dunnette Kirchner Associates, with the corporate office listed as Marv's home.

A few years later, in early 1967, a local consultant died suddenly from a heart attack. Marv was contacted to see if he could take over the consultant's former clients. The timing was good, so Kirchner and Marv started moonlighting with the full-time help of a graduate student in counseling psychology, Lowell Hellervik. They changed the name to Personnel Decisions, Inc. (PDI) and began conducting in-office assessments of candidates for employment or promotion. The staff and the work broadened to attitude surveys, assessment centers, and later, project business with the Navy, Army, and the Office of Personnel Management.

In May of 1973, PDI responded to a Request for Proposals issued by the National Institute on Drug Abuse (NIDA). They were funded to undertake the study of the antecedents and consequences of adolescent drug use. Unfortunately, within six weeks, a stop work order was issued by the Office of Management and Budget in the Nixon administration. NIDA's contract

monitor informed PDI that a grant (instead of a contract) could be made to a non-profit research group. Thus, Marv and colleagues Wally Borman and Leaetta Hough founded the non-profit Personnel Decisions Research Institute (PDRI).

Since then, both organizations have continued to grow. Under Lowell's leadership, PDI has grown to an organization of nearly 300 persons with offices in Minneapolis, St. Paul, New York City, and Dallas, Houston, Washington D.C., Tokyo, and Brussels. PDRI has grown to an organization of 30 people. This year the two organizations came back together, but their roles will remain distinct, with PDRI continuing to serve as a top notch research institute. Marv is Chair of the combined organizations.

Much of Marv's consulting research has involved complex assessment and prediction of performance. For example (Dunnette, 1989), his validation of selection tests for electrical power plant operators uses 30 assessments of qualities that relate to four criterion scores of Emotional Stability, Operations Competence, Problem Solving Ability, and Overall Performance. This selection system was carried out as a consortium study through the auspices of the Edison Electric Institute. It involved nearly 80 companies, 250 plants, and 3,400 plant operators.

Marv has had in mind for many years an automated system to carry out an array of human resource functions. In the 1979 *Annual Review of Psychology*, he and Wally Borman predicted, "We believe the confluence of these several advances renders feasible the design of computer assisted, interactive, personnel selection, classification, and vocational guidance systems to represent and to monitor personnel flow within and between organizations" (Dunnette & Borman, 1979, p. 514)

Such a computerized system is now being developed in two PDRI products. One product, the *Universal Test Battery* (UTB), was done with Bell Atlantic (Hough, Carter, Dohm, Nelson, & Dunnette, 1993). The UTB is a computerized test that measures cognitive and interpersonal skills and then compares the subtest scores to job family profiles for filling vacancies with qualified candidates for over 100 non-management jobs. The other product, COMPAS™, for COMputerized Personnel Administration System, was done internally at PDRI. COMPAS™ is an ambitious system that conducts job analyses, develops job descriptions, and generates interview questions and performance appraisal guidelines.

For the interview, I asked Marv why he was so successful. He states that he has devoted the bulk of his energy to psychology, and that he doesn't have any real hobbies (although downhill skiing is a passion). He feels he is shy in group situations. (This is from a man who is a major leader in psychology, an excellent teacher, and Chair of a major consulting and psychological research firm.)

I asked Marv how he reads so much and is able to be such a scholar. He said that he scans many journals and books and has a reasonable sense of what is out there. "When I am writing an article I pile stuff around me and go into it. I need to go back and dig into the literature." If you have seen his home office, the word "pile" is operationally and literally correct.

I asked Marv what his personal reinforcers were. He said that having fun and just goofing around is reinforcing. Keeping a sense of humor is a key value.

Marv is remarkable. If anyone can be considered well "grounded" it is Marv with his dislike for pomposity, his enjoyment of fun, his wanting to be there for others, his demand for good writing and lack of folderol, his leadership of organizations yet his humility and stated shyness, his positive words for colleagues and students with his rule that he never burns bridges. It is gratifying to see that nice people can finish first.

References

- Campbell, J. P., & Dunnette, M. D. (1968). The effectiveness of T-group experiences in managerial training and development. *Psychological Bulletin*, 70, 73-104.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. E. (1970). *Managerial behavior, performance, and effectiveness*. New York: McGraw-Hill.
- Delbecq, A. L., Ven de Ven, A. H., & Gustafson, D. H. (1975). *Group techniques for program planning: A guide to nominal group and Delphi processes*. Glenview, IL: Scott, Foresman and Co.
- Dunnette, M. D. (1964). Are meetings any good for solving problems? *Personnel Administration*, 12-29.
- Dunnette, M. D. (1966). Fads, fashions, and folderol in psychology. *American Psychologist*, 21, 343-352.
- Dunnette, M. D., (1969). People feeling: Joy, more joy, and the "Slough of Despond." *The Journal of Applied Behavioral Science*, 5, 25-44.
- Dunnette, M. D., (1970). Sensitivity and openness: Why, when, and toward whom? *Innovation*, No. 14.
- Dunnette, M. D. (Ed.). (1976). *Handbook of industrial and organizational psychology*. Chicago: Rand McNally.
- Dunnette, M. D., (1986). *Being there*. Invited address for SIOP's Distinguished Scientific Contributions Award: 94th annual meeting of the American Psychological Association, Washington, D. C.
- Dunnette, M. D. (1989). Validation of selection tests for electrical power plant operators. In B. J. Fallon, H. P. Pfister, & J. Brebner (eds.), *Advances in Industrial Organizational Psychology*. North Holland: Elsevier Science Publishers.
- Dunnette, M. D., & Borman, W. C. (1979). Personnel selection and classification systems. In L. W. Porter and M. R. Rosenzweig (Eds.), *Annual Review of Psychology*, 30, 477-525.
- Dunnette, M. D., Campbell, J. P., & Hakel, M. D. (1967). Factors contributing to job satisfaction and job dissatisfaction in six occupational groups. *Organizational Behavior and Human Performance*, 2, 143-174.
- Dunnette, M. D., Campbell, J. P., & Jaastad, K. (1963). The effect of group participation on brainstorming effectiveness for two industrial samples. *Journal of Applied Psychology*, 47, 30-37.
- Dunnette, M. D., & Kirchner, W. K. (1962). Validities, vectors, and verities. *Journal of Applied Psychology*, 46, 296-299.

Hough, L. M., Carter, G. W., Dohm, T. E., Nelson, L. C., & Dunnette, M. D. (1993). *Development and validation of a "Universal Test Battery": A computerized selection system for non-management employees at Bell Atlantic* (Institute Report #219), Minneapolis, MN: Personnel Decisions Research Institutes, Inc.

COMPAST™ is a trademark of Personnel Decisions Research Institutes, Inc.

TIP PROFILES: Eduardo Salas

By Karen E. May
University of California, Berkeley

The way Ed Salas tells it, we all hit it lucky when we chose to be I/O Psychologists and joined a field rich with opportunities. His vision of our field is that we bring a unique set of tools to scientific, applied, and political endeavors, tools that enable us to solve problems and advance the state of knowledge. The tools include a theoretical approach to problems and questions, the ability to measure constructs and behavior, and the statistical knowledge to make sense out of what we measure. The most important tool, however, is the ability to build champions who will fight for and implement the recommendations we make and the systems we develop. Ed makes a compelling argument for applying our strongest research methods to both basic research and applied problems. Additionally, he emphasizes the importance of making our work available to others, as the work can only have impact when it is accessible. Ed's vision of the field has developed through a career that has, almost from the beginning, combined strong theoretical and methodological approaches to practical, applied problems. Both the Masters and the PhD program he attended utilized this combination, and it is characteristic of his work at the Naval Training Systems Center, where he has directed a research program on team training and team performance for the past nine years.

After reading Maier's *Psychology in Industry* (1955) in high school and learning that psychology could be applied to industry, Ed decided to leave Peru and come to the U.S. to study to be an I/O Psychologist. Two years into his undergraduate work at the University of Nebraska, Kearney, he decided to go somewhere with a stronger emphasis on I/O psychology. He chose the Florida International University after reading an early version of Wayne Cascio's *Applied Psychology in Personnel Management*, but Cascio left FIU for the University of Colorado at Denver shortly after Ed arrived there. Even though they didn't meet at that time, Ed credits Cascio with his interest in personnel issues. During his two years at FIU, Ed read some of Goldstein's work and developed what was to be a long-term interest in training.

Ed pursued his interest in I/O psychology in a Master's program at the University of Central Florida. Wayne Burroughs, who accepted him to the

program, influenced Ed's approach to the field by teaching him how to apply knowledge to problems. While Ed was at UCF, he began to work with the Navy, first on a field research project studying the effectiveness of memory aids, and later on what would be his thesis. In his thesis, Ed utilized his I/O tools and his fluency in Spanish to investigate the Navy's problem with the retention of Hispanic recruits. Ed found a number of factors that related to the high turnover rates, including different cultural norms and behaviors (Salas, Kincaid, & Ashcroft, 1980). He also found a strong interest in research.

Ed entered the PhD program at Old Dominion University to pursue his interest in research. He was involved in a number of applied research projects during that time. For example, he and Ben Morgan received a grant from the Air Force to look at skill acquisition through which he pursued his interest in applied training research. They developed a series of skills from initial performance on the tasks (Allen, Secunda, Salas, & Morgan, 1982). Ed was also influenced during that time by Al Glickman, who taught him the value of theories as frameworks to guide thinking. Ed feels that to this day, Glickman's lessons are reflected in his approach to research and in his writing. Through his work with Glickman, Ed developed an interest in socio-technical theory, which shaped his dissertation research. Ed's dissertation involved a study to determine the factors that facilitate and hinder the implementation of human resource systems in Peru. He used a policy capturing approach to analyze business leaders' responses to scenarios he had developed. He learned that some macro-level environmental factors, such as inflation and political climate, had a strong influence on the fate of HR programs (e.g., Salas & Glickman, 1990). These factors are very volatile in Peru; inflation can reach extremely high levels, and with any transition in the country's leadership, new laws are developed that affect the management of human resources. The results of Ed's dissertation can be used to understand the state of the practice of I/O psychology in other Latin American countries as well as Peru.

When Ed completed his PhD, he knew that he wanted to continue to combine science and practice through applied work. He had enjoyed his earlier work with the Navy, so he applied to the Navy Training Systems Center. He has been with the NTSC since May of 1984—and all the signs say he'll be there for the foreseeable future. Ed's assignment at the Navy was to develop a research and development program in team training and performance. His challenge was to figure out how to design, develop, implement, and evaluate team training programs. This challenge required a blend of science and practice, a balance which Ed believes requires an enjoyment of the work, an awareness of the challenges, strong resources, plenty of energy, and the use of rigorous methods to solve user problems. Additionally, Ed emphasizes the importance of teamwork; he feels he is surrounded by good colleagues who influence and challenge his thinking. Specifically, Ed notes that Kurt Kraiger has influenced his thinking about training, while Scott Tannenbaum and Terry

Dickinson and members of his team at NTSC, including, among others, Jan Cannon-Bowers and Carolyn Prince, help shape the nature and direction of the NTSC's research program.

On the science side of their work, Ed and his colleagues have pursued a number of basic questions related to understanding the role of team training in team performance. They have worked to distinguish teams from groups (Salas, Dickinson, Converse, & Tannenbaum, 1992), to define team performance in behavioral, measurable teams, and to develop a set of tools to measure team performance (e.g., Morgan, Glickman, Woodard, Blaiwes, & Salas, 1986; Prince & Salas, 1993). This work has led to a theoretical stream of research that links team performance and team training to emerging cognitive theories through avenues such as shared mental models and meta-cognition (e.g., Cannon-Bowers, Salas, & Converse, 1993). One of the exciting things about this work is that it is challenging some basic assumptions about teamwork, such as the assumption that more communication among team members is related to better team performance; in fact, Ed and his colleagues are showing that for good team performance, implicit understanding can be more effective than verbal communication.

The pursuit of these research questions has strengthened their approach to practical problems presented by the Navy. Ed and his associates have responded to the Navy's requests for help in a number of ways. For instance, they have developed guidelines for designing team training and with those, they guide the Navy in designing "event-based" scenarios that are tied to relevant training objectives. These scenarios create opportunities for trainees to demonstrate their task-related KSAs. Additionally, they have developed a structure for providing feedback to trainees along a set of behaviors and constructs related to teamwork. The research group has also developed a complex set of tools to measure team performance which includes both the process and outcome components of performance at both the individual and team levels of analysis.

Their work is not limited in practical relevance to the Navy. Ed and his associates collaborate with other organizations such as the Air Force, the Army, and the Federal Aviation Administration in order to enhance the performance of high performing teams through training. Their work is particularly relevant to teams that handle emergency situations, such as nuclear power plant workers, airplane crews, and medical teams.

Ed plans to continue exploring issues of team performance and team training. Although the topics may remain the same, the environment is rapidly changing. For example, with the introduction of distributed interactive simulation (DIS) technology, the Navy will soon have the capability to train simultaneously a team of individuals who are in separate physical locations by linking them into the same simulation. This technological advance raises new challenges regarding the structure, implementation, and evaluation of team

training. Ed and his colleagues are preparing to meet these challenges. Additionally, Ed plans to continue research on cross-cultural issues.

When asked about his advice to new I/O psychologists, Ed's recommendations are directly in line with his vision of the field. He recommends creating opportunities to sample everything I/O psychology has to offer: strong research methods, theory, and practice. These opportunities become avenues to solve problems and to change people's perceptions by careful use of our knowledge and tools. More practically, he notes that the business side of the field—particularly securing resources—is very important, and he believes that graduate students need to be exposed to that side of the field in order to be able to compete when they are out of school.

Ed has contributed significantly to our knowledge about teamwork, team training, and team performance by working simultaneously on theoretical and practical problems—and then making his work widely available through publications and presentations. We can expect to learn more about teams from Ed and his colleagues in the future. Additionally, Ed's vision of our field may help to shape us in our role as leaders in science, practice, and policy.

References

- Allen, G. I., Secunda, M. D., Salas, E., & Morgan, Jr., B. B. (1982). *Evaluation of Rate Parameters as Predictors of the Acquisition, Decay and Reacquisition on Complex Cognitive Skills*. (Technical Report No. ITR-82-27). Norfolk, VA: Center for Applied Psychological Studies, Old Dominion University.
- Maier, N. R. F. (1955). *Psychology in Industry*. Houghton-Mifflin.
- Morgan, Jr., B. B., Glickman, A. S., Woodard, E. A., Blaiwes, A. S., & Salas, E. (1986). *Measurement of Team Behaviors in a Navy Environment* (NAVTRASYSCEN TR 86-014). Orlando, FL: Naval Training Systems Center.
- Prince, C. & Salas, E. (1993). Training and research for teamwork in the military aircrew. In E. L. Wiener, B. G. Kanki, & R. L. Helmreich (Eds.) *Cockpit Resource Management*. (pp. 337-367). Orlando, FL: Academic Press.
- Salas, E., Dickinson, T. L., Converse, S. A., & Tannenbaum, S. I. (1992). Toward an understanding of team performance and training. In R. W. Swezey & E. Salas (Eds.) *Teams: Their training and performance*, (pp. 3-29). Norwood, NJ: Ablex.
- Salas, E. & Glickman, A. S. (1990). Organizational behavior, socio-technical systems theory and quality of work life: The Peruvian experience. *Latin American Journal of Psychology*, 22, 69-82.
- Salas, E., Kincaid, J. P., & Ashcroft, N. (1980). *Assessment of Hispanic Recruits Who Speak English as a Second Language*. (TAEG Report No. 86). Orlando, FL: U. S. Navy Training Analysis and Evaluation Group.
- Tannenbaum, S. I., Beard, R. L., & Salas, E. (1992). Team building and its influence on team effectiveness: An examination of conceptual and empirical developments. In K. Kelley (Ed.) *Issues, theory, and research in industrial/organizational psychology* (pp. 117-153). Amsterdam: Elsevier.

For *fairness and effectiveness* shouldn't you be using *biodata*?

Biodata is often the *best available alternative* for improving the validity of personnel selection programs and for reducing the *adverse impact* of those programs. *MPORT* develops biodata to predict performance factors, promotion, and retention for many jobs, including entry-level management, sales, and high performance manufacturing positions in the U.S., Latin America, and Europe. *MPORT* offers:

- *A priori* biodata scales to predict leadership, communication skill, teamwork, learning rate, and other performance factors
- In-house biodata training programs and workshops for personnel researchers and analysts
- Job analysis methods for developing job-relevant biodata predictor items
- Biodata item pools for predicting turnover, promotion, and performance factors
- Response consistency indexing to discourage applicant faking, and to detect careless and exaggerated responding
- Cooperative and consortium validation studies for job families in government and in the private sector
- Custom biodata scales developed and validated to predict any reliable criterion

For more information, contact *MPORT* at 619-695-6277 or write to *MPORT* at 10299 Scripps Trail, Suite 123, San Diego, CA 92131

***MPORT* Management Solutions**
is Managing People in Organizations through Research and Training

*Still Searching
For the Right
Computer-Based
Skills Assessment
Package?*



Well, your search has just ended!

S.F. CHECKOSKY & ASSOCIATES INC.

*is the time-proven expert in
computer-based job skills assessment.*

We work in *cooperation* with you to develop customized computer-based selection and training procedures for *your specific needs*, or we can *convert existing procedures* to be administered and scored by a computer. In addition, we provide professional services such as *job analysis and validation studies*.

With SFC&A there's no need to go in-house for your specialized software. We can save you time and frustration. Through cooperative efforts, we put our seven years of software development and experience with over 1,000 clients to work for you.

Our flexible, easy to use software format can be adapted for cognitive ability tests, biodata, tests involving text and data entry, as well as specialized testing using voice boards and graphics. And, our software is compatible with many major networks.

***For increased productivity in the 90s,
you need SFC&A today!***

Call us at 1-800-521-6833 for a personal demonstration of our test programs.

S. F. CHECKOSKY & ASSOCIATES INC.

[SFC&A]

P.O. Box 5116
Syracuse, NY 13220
1-800-521-6833

Are There Differences Between Reviewers on the Criteria They Use to Evaluate Research Articles?¹

Michael A. Campion
Purdue University

Have you ever been surprised by how different reviewers seem to focus on different aspects of an article? Some focus on theory, while others focus on methods. Still others focus on data analysis or writing style. This question led to a study on the criteria reviewers use when evaluating a research article. Through a two-part (Delphi-like) process with over 300 reviewers, a comprehensive checklist of criteria for reviewing research articles was developed. This 223-criteria "Article Review Checklist" was published in the September 1993 issue of *Personnel Psychology* (volume 46, number 3). The study also examined similarities and differences between reviewers on the criteria they use. It may be, for example, that there are differences between those employed in academic (e.g., universities) versus applied (e.g., industry, government) settings, or there may be differences related to experience in publishing or reviewing. The present article reports on these differences between reviewers.

Previous Research

There has been a fair amount of previous research on the article review process. Much of it occurring during the 1970s, and much of it was published in the *American Psychologist*. Reviewers from a wide range of different journals and disciplines have been studied, including psychology journals (Brackbill & Korten, 1970; Cicchetti, 1980; Crandall, 1978; Fiske & Fogg, 1990; Gottfredson, 1978; Scarr & Weber, 1978; Scott, 1974; Watkins, 1979; Wolff, 1970; 1973), management journals (Daft, 1985; Kerr, Tolliver, & Petree, 1977; Mitchell, Beach, & Smith, 1985), sociology journals (McCartney, 1973; Smigel & Ross, 1970), and scientists from other disciplines (Chase, 1970).

A substantial proportion of this research focused on the reliability of the review process. Assessed in terms of the correlation between reviewer recommendations, reliability appears to be quite low (e.g., .20 in Fiske & Fogg, 1990; .21 in Hendrick, 1977; .26 in Scott, 1974). However, when assessed in terms of agreement between reviewers, the picture is more positive (e.g., 70% in Crandall, 1978; 78% in Scarr & Weber, 1978; 72% in Smigel & Ross, 1970). More highly-controlled studies with more extensive

¹ Special thanks to the hundreds of reviewers who helped provide the answer to this question. The criteria examined in this study are contained in the Article Review Checklist which is published in *Personnel Psychology* (volume 46, number 3).

measurement scales have obtained higher levels of reliability (e.g., .46 in Gottfredson, 1978; .62 in McReynolds, 1971; .48 in Reilly, Balzer, & Doherty, 1989), although these studies probably overestimate the reliability of the normal article review process. When examining specific reviewer comments rather than ratings of criteria or publication recommendations, the level of agreement has been found to be quite low, however (Fiske & Fogg, 1990).

One of the more provocative examinations of the reliability of the review process was a study that resubmitted previously published, but disguised, studies (Peters & Ceci, 1982). Of the 12 studies, only 3 were detected as resubmissions, and 8 out of the remaining 9 were rejected. Although Peters and Ceci favor a bias explanation for the results created by the author's status and institutional affiliation, extensive peer commentary following the article indicates a notable lack of consensus on the proper interpretation.

More recently, there have been a number of nonempirical writings on the review process. An excellent book devoted entirely to the publication process by Cummings and Frost (1985) contains several chapters discussing issues surrounding reviewing (e.g., Campbell, 1985; Rousseau, 1985; Schwab, 1985). A special issue in the *Academy of Management Review* on theory development also contains articles on criteria for judging conceptual papers (Bacharach, 1989; Whetten, 1989; also see Klimoski, 1991).

There are several differences between the previous research and the present study. First, most of the empirical articles examined editorial recommendations (Crandall, 1978; Peters & Ceci, 1982; Scarr & Weber, 1978; Smigel & Ross, 1970), rather than criteria as is the focus of the present study. Second, previous studies have only examined very limited differences between reviewers such as the journal they reviewed for (Gottfredson, 1978; Mitchell et al., 1985; Kerr et al., 1977; Wolff, 1970) or their scientific discipline (Chase, 1970). The present study examined a wider range of reviewer background variables. Third, the lists of criteria examined in previous studies have been very global (e.g., 10 in Chase, 1970; 11 in Daft, 1985; 14 in Frantz, 1968; 12 in Mitchell et al., 1985; 7 in Scott, 1974; 15 in Wolff, 1970), or the method of ensuring their thoroughness was not described in the report (Gottfredson, 1978; Kerr et al., 1977; Wolff, 1973). (The content analysis of reviewers' comments reported in Fiske and Fogg (1990) is an exception.) The present study used the comprehensive 223-criteria list described above.

Method

The development of the Article Review Checklist is described in an editorial in *Personnel Psychology* (1993, volume 46, number 3). The sample consisted of the editorial board and ad hoc reviewers for *Personnel Psychology*, the editorial boards of *Journal of Applied Psychology* and *Academy of Management Journal*, and reviewers from recent scientific

conferences (e.g., American Psychological Association and Society of Industrial and Organizational Psychology). A total of 344 checklists were sent out and 227 were returned, for a 66.0% response rate.

Reviewers were asked to rate how much weight they gave each of the criteria on the following scale:

5. *Very large weight* (fatal flaw if not satisfactory)
4. *Large weight* (contributes importantly to cumulative judgment, and could be a fatal flaw in some instances)
3. *Moderate weight* (contributes to cumulative judgment, but could not be fatal flaw)
2. *Small weight* (does not influence decision)
1. *Very small weight* (not important or depends on too many other factors)

The checklist also contained 13 background items: (1) highest degree (Doctorate, Masters, or other); (2) years of work experience in the field; (3) current primary employer (psychology department, business or management department, research organization, consulting firm or private practice, government, company, or other); (4) primary professional association (Society of Industrial and Organizational Psychology, Academy of Management, American Psychological Association, American Psychological Society, Industrial Relations Research Association, or other); (5) percentage of time engaged in various activities (research, teaching, practice, management or administration, or other); (6) average number of refereed journal publications (on a 4-point scale ranging from "one or more per year" to "not currently active"); (7) average number of convention presentations (same scale); (8) average number of other publications or presentations (same scale); (9) number of years served on journal editorial boards (counting 1 for each year per journal); (10) average number of journals providing ad hoc reviews per year; (11) number of years served as a reviewer for conventions (counting 1 for each year per convention); (12) primary area of specialty (Human Resources/Industrial Psychology; Organizational Behavior/Organizational Psychology, Industrial Relations, or other); and (13) tenure (yes, no, or not applicable; and, if yes, how many years). Differences between editorial boards were not examined because previous research has shown few differences across similar journals (Gottfredson, 1978; Mitchell et al., 1985; but cf. Kerr et al., 1977), and because of overlapping membership among the boards.

Results

The mean rating across the 223 criteria was 3.71, with a range from 3.00 to 4.55. This suggested the reviewers discriminated somewhat among the criteria in terms of the weightings assigned. The average weights for criteria in each category are presented in Table 1, and some variation across categories can be observed.

There also appeared to be substantial differences among the reviewers. The average standard deviation of the criteria was .87, with a range from .65 to 1.20. As an assessment of interrater agreement, an index proposed by James, Demaree, and Wolf (1984) was calculated. To control the level of chance agreement, the measure compares the variance based on the observed distribution of ratings to the variance expected based on a null distribution (i.e., the distribution if there was no true variance in the judgments). The expected null distribution used in the present study was the slightly negatively skewed distribution described by James et al. (1984). This distribution was selected for three reasons. First, positive leniency is common (James et al., 1984). Second, it is likely that reviewers only suggested criteria to be included in the checklist that were at least somewhat important. Third, the null skewed distribution has a mean very close to the observed distribution (3.6 versus 3.7). Although James et al. warn against using the observed distribution to pick a null distribution because much of the skew may represent true variance, it was nevertheless viewed as a conservative test.

The average interrater agreement was .43, with a range from .00 to .69 (and only three below .10), indicating modest overall agreement at the level of the individual criteria. The level of average agreement among individual criteria was similar across categories (Table 1). Although the agreement on individual criteria was modest, the reliability of the composites of all criteria within each category were very high (Table 1).

Differences between Reviewers

For the purposes of analyzing differences between reviewers, composites were created by averaging the criteria within each of the 15 categories. The coefficient alpha reliabilities of these composites were all quite high, except for the category on the importance of the topic (Table 1). Principle components analysis of this category revealed three factors, but internally consistent subcomposites could not be formed. Therefore, the three individual criteria that best reflected these factors were analyzed separately. These criteria were: theoretical importance, practical importance, and appropriateness to the journal and readership. All reviewer differences were examined based on the remaining 14 composites and these three individual criteria. For each background variable, either a canonical correlation analysis (for continuous variables) or multivariate analysis of variance (for categorical variables) was performed to control for experiment-wise error rate, followed by either correlations or *t*-tests, respectively, to examine individual criterion measures. The significant results are presented in Table 2.

Nearly all reviewers (93.5%) had Ph.D. degrees, thus analyses of differences based on degree were not needed. Years of work experience in the field averaged 13.7 years ($SD = 8.84$). More experienced reviewers gave

slightly less weight to theoretical importance, and more weight to the procedures, discussion and conclusions, and presentation.

Primary employers were as follows: psychology department (27.6%), business or management department (47.5%), research organization (5.5%), consulting firm or private practice (6.0%), government (1.8%), company (6.5%), and other (5.1%). There was an adequate sample to examine two divisions of the data. Those in academic versus nonacademic positions gave more weight to theoretical importance, less weight to practical importance, less weight to the discussion and conclusions, and less weight to the presentation. Those in psychology versus business departments gave less weight to theoretical importance, more weight to the appropriateness of the topic to the journal, and more weight to the presentation.

Primary professional associations were as follows: Society of Industrial and Organizational Psychology (53.8%), Academy of Management (35.7%), and all others (10.5%). No differences were observed in the weightings based on professional association.

Across reviewers, an average of 41.6% ($SD = 22.5$) of time was spent conducting research, 25.4% ($SD = 17.0$) teaching, 13.0% ($SD = 20.1$) in practice, 15.1% ($SD = 23.1$) in management or administration, and 3.8% ($SD = 12.3$) in other activities. Those spending more time doing research gave more weight to theoretical importance, and less weight to practical importance, sample and setting, procedure, discussion and conclusions, and presentation. Similarly, those who spent more time teaching gave less weight to practical importance, discussion and conclusions, and presentation. The opposite trend was observed for those who spent more time in practice or in management or administration.

The reviewers were very active with respect to publishing, with 68.2% averaging one or more refereed journal publications per year, 78.0% averaging one or more convention presentations per year, and 63.1% averaging one or more other publications or presentations per year. Those publishing and presenting more gave more weight to theoretical importance and less weight to practical importance.

The reviewers were also very active with respect to reviewing, with the average respondent serving 6.3 years ($SD = 9.61$) on journal editorial boards, providing ad hoc reviews for 3.3 ($SD = 2.07$) journals per year, and serving 6.4 years ($SD = 6.28$) as a reviewer for conventions. Similar to publication activity, those more involved in reviewing gave less weight to practical importance and more weight to theoretical importance and contribution.

Primary specialty areas were 58.0% human resources/industrial psychology, 28.6% organizational behavior/organizational psychology, 2.9% industrial relations, and 10.5% other areas. Those in human resources versus organizational behavior gave more weight to practical importance.

Finally, 73.0% of the academic reviewers had tenure, and they had tenure for an average of 8.3 years ($SD = 6.67$). Neither the possession of tenure nor years of tenure related to the criterion weights, however.

Discussion

Summary and Conclusions

Perhaps the most striking observation is the relative lack of systematic reviewer differences in the weightings they assigned to the criteria. Despite the discriminations reviewers made among criteria, the differences between reviewers based on their backgrounds were comparatively few in number and small in magnitude. After examining over a dozen background variables, the most notable trend could be summarized simply as follows. Those who are in nonacademic positions, who spend more time in practice and management activities, or who are less involved in publishing and reviewing, tend to weight the practical importance of research articles slightly higher and the theoretical importance slightly lower than those with the opposite backgrounds. They also give slightly more weight to the discussion, conclusions, and presentation. These criteria, like practical importance, could be considered the more immediately useful aspects in terms of applying the findings of a research article. The differences were not large on these criteria, and few differences were found on most of the categories of criteria or on many of the background variables.

These differences tend to confirm commonly held assumptions that more academic-oriented scientists are somewhat more interested in theoretical implications of research, while practice-oriented scientists are naturally somewhat more interested in practical implications. In terms of the review process, these differences may support the value of using both academic and nonacademic reviewers.

Nevertheless, the lack of larger and more consistent differences may be the most noteworthy finding. It may suggest that reviewers are not overly influenced by their own backgrounds and situations in the criteria they apply to research articles. This conclusion is limited, of course, by the methodology used in this study and the range of background variables examined. Substantial variation existed between reviewers on the weightings they assigned the criteria that cannot be explained by this study. In terms of the review process, this variation may suggest that more reviewers should be used to judge each manuscript (e.g., use 3 rather than the more typical 2).

Apparent versus Real Reviewer Differences

There are several reasons apparent differences between reviewers may be much larger than real differences. First, interrater reliability may be a poor way to measure reviewer similarity because covariation is adversely influenced by range restriction and response tendencies. The journal review

process has a restricted range, as evidenced by the low acceptance rates, and most reviewers are correspondingly severe in their judgments. Interrater agreement may be a better measure of similarity because it is less sensitive to such distributional properties, and it reflects consensus rather than covariation among raters which seems more consistent with the decisional nature of the review process. As noted previously, research has tended to show that the reliability of the review process is low, while agreement is moderate to high. The findings of the present study confirm these observations.

Second, the amount of similarity in the comments reviewers make to the author depends upon the level of aggregation. Similarity may appear low if the focus is on specific comments (Fiske & Fogg, 1990), but similarity may appear higher if the comments are aggregated to a more global level. For example, reviewers may make a high proportion of comments on conceptual issues and few on analytic issues on one manuscript, but give the opposite pattern on another manuscript. In other words, they may not make the exact same comments, but there may be good similarity in terms of the overall nature (i.e., categories) of their concerns. Likewise, it should also be noted that the comments reviewers make to authors may not always reflect their recommendations to the editor. In other words, there may be differences in specific suggestions for improvement to the author, but similarity in the acceptance recommendations made to the editor.

Third, agreement is much higher if it is defined as the majority of opinion. That is, agreement appears more positive if it is based on similarity between two out of the three reviewers. With the unexplained differences between reviewers documented above, such a definition of agreement may be more realistic.

Even though apparent differences among reviewers may be larger than real differences, there still are some real differences built in by design. Reviewers are often picked for different perspectives or areas of expertise (Campbell, 1985). The use of both academic and practitioner perspectives as noted above is an example. Other examples might include the use of reviewers who are known to hold strong (and often opposing) views, or the use of both theory-oriented and methods-oriented reviewers on the same article.

Finally, the editor's role is to help maintain measurement equivalence across articles submitted to the review process. This is accomplished by subjectively standardizing the reviewers' recommendations (i.e., correct for leniency or severity based on the history of previous judgments from each reviewer), by only using inexperienced reviewers when they can be paired with experienced reviewers, by acting as an additional reviewer of each paper, and by seeking to maintain a consistent level of rigor over time.

Future Research

First, future research could examine actual reviewer behavior. One clear limitation of this study is the self-report nature of the methodology. Reviewers were asked what criteria they use, but this may not be the same as what they actually use. In this sense, the study examined prescriptive norms, or idealized reviewer behavior, rather than descriptive norms, or summaries of actual reviewer behavior (Gottfredson, 1978).

Second, future research could validate the criteria against external measures of scientific quality or contribution. Although research using retrospective self-report data suggests that scientific impact may be related to some criteria (Daft, Griffin, & Yates, 1987), research using citation indices reveals only modest relationships with these types of judgmental criteria (Gottfredson, 1978).

Third, future research could further examine the disagreement among reviewers that does exist. It is possible that such differences are systematic, but require a detailed analysis of differences in scientific training to explain. It is also possible that such differences represent nonsystematic variation or error, and several previous authors have suggested that the review process should be more highly standardized to reduce this error (e.g., Brackbill & Korten, 1970; Wolff, 1973). It is noteworthy that several reviewers who participated in this study spontaneously recommended against such an effort by arguing that judging science was too complex to be standardized and scientific creativity itself would be stifled if subjected to such standardized review.

Fourth, future research could examine potential biases that might operate in the review process. For example, previous research on the review process focused substantial attention on the influence of the author's reputation and affiliation (Kerr et al., 1977; Peters & Ceci, 1982; Rowney & Zenisek, 1980). In contrast, none of the reviewers participating in this study mentioned the author as a relevant consideration. It should also be noted that many journals utilize a "double-blind" review process wherein both the reviewers and authors are unaware of each other's identities. Another criterion shown to be influential in previous research, but not suggested for inclusion in the present study, was whether the study reported statistically significant results (e.g., Atkinson, Furlong, & Wampold, 1982; Kerr et al., 1977). These, and other more direct forms of bias (e.g., support for one's preferred theoretical perspective; Mahoney, 1977), may still potentially influence reviewer judgments, and thus might offer a useful direction for future research.

Finally, future research might examine whether studies like this are a potentially useful developmental experience for reviewers, editors, and editorial boards. Reflecting on their reviewing practices and sharing opinions with others may have helped refine their skills. This was the opinion of a large number of reviewers participating in the present study. Perhaps editorial

boards should conduct such organizational development studies when they are initially formed in order to identify the criteria most important to the journal and enhance agreement among reviewers.

References

- Atkinson, D. R., Furlong, M. J., & Wampold, B. E. (1982). Statistical significance, reviewer evaluations, and the scientific process: Is there a (statistically) significant relationship? *Journal of Counseling Psychology, 29*, 189-194.
- Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review, 14*, 496-515.
- Brackbill, Y., & Korten, F. (1970). Journal reviewing practices: Authors' and APA members' suggestions for revision. *American Psychologist, 25*, 937-940.
- Campbell, J. P. (1985). Editorial: Some remarks from the outgoing editor. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 321-333). Homewood, IL: Irwin.
- Chase, J. M. (1970). Normative criteria for scientific publication. *American Sociologist, 5*, 262-273.
- Crandall, R. (1978). Interrater agreement on manuscripts is not so bad! *American Sociologist, 33*, 623-624.
- Cummings, L. L., & Frost, P. J. (Eds.). (1985). *Publishing in the organizational sciences*. Homewood, IL: Irwin.
- Daft, R. L. (1985). Why I recommended that your manuscript be rejected and what you can do about it. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 193-209). Homewood, IL: Irwin.
- Daft, R. L., Griffin, R. W., & Yates, V. (1987). Retrospective accounts of research factors associated with significant and not-so-significant research outcomes. *Academy of Management Journal, 30*, 763-785.
- Fiske, D. W., & Fogg, L. (1990). But the reviewers are making different criticisms of my paper! Diversity and uniqueness in reviewer comments. *American Psychologist, 45*, 591-598.
- Frantz, T. T. (1968). Criteria for publishable manuscripts. *Personnel and Guidance Journal, 47*, 384-386.
- Gottfredson, S. D. (1978). Evaluating psychological research reports: Dimensions, reliability, and correlates of quality judgments. *American Psychologist, 33*, 920-934.
- James, L. R., Demaree, R. G., & Wolf, G. (1984). Estimating within-group interrater reliability with and without response bias. *Journal of Applied Psychology, 69*, 85-98.
- Kerr, S., Tolliver, J., & Petree, D. (1977). Manuscript characteristics which influence acceptance for management and social science journal. *Academy of Management Journal, 20*, 132-141.
- Klimoski, R. (1991). Theory presentation in human resource management. *Human Resource Management Review, 1*, 253-271.
- Mahoney, M. J. (1977). Publication prejudices: An experimental study of confirmatory bias in the peer review system. *Cognitive Therapy and Research, 1*, 161-175.
- McCartney, J. L. (1973). Manuscript reviewing. *Sociological Quarterly, 14*, 290, 440-444.
- McReynolds, P. (1971). Reliability of ratings of research papers. *American Psychologist, 26*, 400-401.
- Mitchell, T. R., & Beach, L. R., & Smith, K. G. (1985). Some data on publishing from the authors' and reviewers' perspectives. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 248-264). Homewood, IL: Irwin.
- Peters, D. P., & Ceci, S. J. (1982). Peer-review practices of psychological journals: The fate of published articles, submitted again. *Behavioral and Brain Sciences, 5*, 187-255.
- Reilly, C. E., Balzer, W. K., & Doherty, M. E. (1989, April). *Journal reviewers judgments of external validity: A policy capturing approach*. Paper presented at the meeting of the

- Society for Industrial and Organizational Psychology, Boston, MA.
- Rousseau, D. M. (1985). Publishing from a reviewer's perspective. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 182-192). Homewood, IL: Irwin.
- Scarr, S., & Weber, B. L. R. (1978). The reliability of reviews for the American Psychologist. *American Psychologist*, 33, 935.
- Schwab, D. P. (1985). Reviewing empirically based manuscripts: Perspectives on process. In L. L. Cummings & P. J. Frost (Eds.), *Publishing in the organizational sciences* (pp. 171-181). Homewood, IL: Irwin.
- Scott, W. A. (1974). Interreferee agreement on some characteristics of manuscripts submitted to the Journal of Personality and Social Psychology. *American Psychologist*, 29, 698-702.
- Smigel, E. O., & Ross, H. L. (1970). Factors in the editorial decision. *American Sociologist*, 5, 19-21.
- Whetten, D. A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14, 490-495.
- Wolff, W. M. (1973). Publication problems in psychology and an explicit evaluation schema for manuscripts. *American Psychologist*, 28, 257-261.

Table 1. Descriptive Statistics

Category	Number of Criteria	M	SD	Coefficient Alpha	Average Criterion Agreement	Composite Agreement
Importance of topic	8	3.62	.43	.50	.41	.85
Literature review	16	3.61	.49	.85	.45	.93
Conceptual development	18	3.78	.53	.89	.40	.92
Criteria for reviews and conceptual papers	12	3.80	.55	.83	.37	.88
Sample and setting	13	3.82	.57	.88	.42	.90
Measurement	20	3.74	.53	.91	.41	.93
Design—experimental	19	3.93	.55	.90	.45	.94
Design—nonexperimental	12	3.71	.56	.88	.47	.91
Design—meta-analysis	11	4.06	.50	.84	.52	.92
Design—qualitative	15	3.92	.62	.92	.46	.93
Procedure	10	3.71	.61	.86	.37	.85
Data analysis and results	21	4.07	.50	.92	.50	.96
Discussion and conclusions	20	3.64	.55	.93	.48	.95
Presentation	14	3.49	.62	.92	.40	.90
Contribution	14	3.57	.54	.81	.35	.88

Note. $n = 215$ to 220 .

Table 2. Differences Between Reviewers

Years of work experience

- Those with more experience (Wilks Lambda = .81, $F = 2.35$) gave:
- * less weight to theoretical importance ($r = -.21$)
 - * more weight to procedures ($r = .20$)
 - * more weight to discussion and conclusions ($r = .20$)
 - * more weight to presentation ($r = .26$)

Primary employer

- Those in academic, compared to nonacademic, positions (Lambda = .72, $F = 3.68$) gave:
- * more weight to theoretical importance ($t = 4.76$)
 - * less weight to practical importance ($t = -3.32$)
 - * less weight to discussion and conclusions ($t = -2.06$)
 - * less weight to presentation ($t = -2.37$)
- Those in psychology, compared to business, departments (Lambda = .72, $F = 2.82$) gave:
- * less weight to theoretical importance ($t = -2.44$)
 - * more weight to appropriateness of the topic to the journal ($t = 2.04$)
 - * more weight to presentation ($t = 2.18$)

Primary professional association (Lambda = .84, $F = 1.62$, not significant)

Work Activities (Lambda = .58, $F = 1.39$)

- Those spending more time doing research gave:
- * more weight to theoretical importance ($r = .22$)
 - * less weight to practical importance ($r = -.26$)
 - * less weight to sample and setting ($r = -.14$)
 - * less weight to procedure ($r = -.17$)
 - * less weight to discussion and conclusions ($r = -.18$)
 - * less weight to presentation ($r = -.20$)

Those spending more time teaching gave:

- * less weight to practical importance ($r = -.19$)
- * less weight to discussion and conclusions ($r = -.15$)
- * less weight to presentation ($r = -.16$)

Those spending more time in practice gave:

- * less weight to theoretical importance ($r = -.18$)
- * more weight to practical importance ($r = .23$)

Those spending more time in management or administration gave:

- * less weight to theoretical importance ($r = -.16$)
- * more weight to practical importance ($r = .17$)
- * more weight to discussion and conclusions ($r = .17$)
- * more weight to presentation ($r = .17$)

Publishing

Those publishing and presenting more (Lambda = .55, $F = 2.15$) gave:

- * more weight to theoretical importance ($r = .27$ and $.25$)
- * less weight to practical importance ($r = -.16$ and $-.21$)

Those doing more reviewing (Lambda = .65, $F = 1.51$) gave:

- * more weight to theoretical importance ($r = .19$)
- * less weight to practical importance ($r = -.16$, $-.21$, and $-.16$)
- * more weight to contribution ($r = .16$)

Primary specialty area

Those in human resources, compared to organizational behavior (Lambda = .77, $F = 2.47$), gave:

- * more weight to practical importance ($t = 3.24$)

Tenure (Lambda = .84, $F = 1.41$, not significant)

Years of tenure (Lambda = .81, $F = 1.05$, not significant)

Note: All statistics significant at $p < .05$ (two-tailed).

Gene Calvert

HIGHWIRE MANAGEMENT

RISK-TAKING TACTICS FOR LEADERS, INNOVATORS, AND TRAILBLAZERS

Drawing on numerous real world examples of working managers in a variety of organizations, Calvert explains and illustrates how to manage the risk process from start to finish. He offers specific, practical risk-taking tactics, providing easy-to-use instruments for assessing risk-taking beliefs and behavior that will help set priorities and develop personal strategies and skills. *Highwire Management* encourages innovative and entrepreneurial decisions, teaches the skills to master calculated risk taking, and shows how to nurture those skills in others.

SEPT. 1993 \$24.95

Warren H. Schmidt,
Jerome P. Finnigan

TQM MANAGER

A PRACTICAL GUIDE FOR MANAGING IN A TOTAL QUALITY ORGANIZATION

This new book is a concise guide for managers on developing the skills that are critical to success after the implementation of a quality initiative. It provides useful worksheets and other assessment tools that help managers deepen their understanding of TQM, identify the specific areas of competence where improvement is needed, and create a plan of action for building skills in those areas. The authors help managers understand and directly apply the five crucial competencies needed to meet the demands of continuous change and improvement.

SEPT. 1993 \$24.95

NEW FROM JOSSEY-BASS

Michael J. Driver, Kenneth R. Brousseau, Phillip L. Hunsaker

THE DYNAMIC DECISION MAKER

FIVE DECISION STYLES FOR EXECUTIVE AND BUSINESS SUCCESS

The *Dynamic Decision Maker* offers a practical, results-driven approach to managerial decision making, detailing a decision making strategy made up of readily identifiable styles: decisive, flexible, hierarchic, integrative, and systemic. The authors show how knowing which style works best—and being able to consciously move from style to style—can improve performance, career opportunities, and personal and organizational effectiveness.

OCT. 1993 \$29.95 (TENT.)

Mariann Jelinek,
Claudia Bird Schoonhoven

THE INNOVATION MARATHON

LESSONS FROM HIGH TECHNOLOGY FIRMS

In most U.S. industries, intense global competition from increasingly skilled rivals is a fact of life; success lies in innovation coupled with business control. The *Innovation Marathon* offers guidance on achieving continuous innovation, intense employee commitment, simultaneous high creativity and tight control, and flexible response to rapid change. It offers insight on how the power of innovation can be linked with strategy and effective structure to produce market leaders.

OCT. 1993 \$25.95 (TENT.)



David Limerick, Bert Cunningham

MANAGING THE NEW ORGANIZATION

A BLUEPRINT FOR NETWORKS AND STRATEGIC ALLIANCES

The 1980s were a period of sudden and dramatic upheaval in the economic and social fabric of the Western world—and in its organizations. *Managing the New Organization* describes the strategies and techniques required to maintain organizations capable of surviving those sweeping changes. David Limerick and Bert Cunningham explain what the changes mean for managers in these organizations and detail the skills and competencies essential for managerial success.

SEPT. 1993 \$28.95

Oscar G. Mink, Pieter W. Esterhuysen, Barbara P. Mink, Keith Q. Owen

CHANGE AT WORK

THE TOTAL TRANSFORMATION MANAGEMENT PROCESS

Offering a human systems approach to organizational change, this book shows how organizations can respond to change with intelligence and compassion. The authors present a new, comprehensive model and program for instituting, managing and assessing change—The Total Transformation Management Process.

NOV. 1993 \$24.95 (TENT.)

NEW FROM JOSSEY-BASS

Karen E. Watkins, Victoria J. Marsick

SCULPTING THE LEARNING ORGANIZATION

LESSONS IN THE ART AND SCIENCE OF SYSTEMIC CHANGE

Sculpting the Learning Organization reveals the characteristics and capacities necessary for a company to set a vision and develop practices to become a true "learning organization." From their unique perspective as adult educators experienced in the work of organizational change, Karen Watkins and Victoria Marsick show both human resource professionals, as well as front line managers and others, how people learn and how to support their learning. More importantly, they show how individual learning acts as a catalyst for group and organizational learning in such key areas as employee involvement, self-directed teams, and the balance of work and home life.

SEPT. 1993 \$28.95

— FAX
415. 433.0499
24 hours a day

☎
Order by Phone
415. 433.1767

Jossey-Bass Publishers

350 Sansome Street, San Francisco, CA 94104

New videotape program-
Selecting The Best:
 Interview Techniques For The 90's



Dr. Gary P. Latham,
 Secretary of State Professor of
 Organizational Effectiveness,
 University of Toronto.

Selecting The Best is part of The Insignia Series, a library of insights into human resource management. Other titles include: *Energizing The Workforce: The Importance of a Vision and Concrete Goals*, and *Training: The Key To Sustaining and Enhancing Employee Productivity*.

Selecting The Best
 is 47 minutes,
 in colour.
 Purchase price:
 U.S.\$179.⁰⁰

Selecting The Best is a unique videotape interview with Dr. Gary P. Latham, Secretary of State Professor of Organizational Effectiveness, University of Toronto and Dr. Patricia Rowe, Dean of Graduate Studies, University of Waterloo.

Selecting The Best explores:

- the situational interview
- the patterned behavior description interview
- the realistic job preview
- a job simulation.

It is also supplemented by a case study application of interview techniques at a leading North American packaging company.

Selecting The Best is specifically designed to enrich classroom teaching and provide a functional tool to bridge theory and practice.

To order, or for a free
 demo tape, phone:
 1-800-267-9136, ext. 441

FORESIGHT VISUAL COMMUNICATIONS INC.

Suite 102, 489 Queen Street East
 Toronto, Ontario, Canada M5A 1V1.

ERRATA

Errors occurred in Marv Dunnette's article titled *Applied Psychology at Minnesota* which was printed in the July 1993 issue of *The Industrial Organizational Psychologist* (pages 67-76). These errors reside in the footnotes. Footnotes 3, 4, 5, and 6 are wrong, and footnotes 7 and 8 are missing (see also page 89). So, for those of you who have a burning desire to sort all this out and who have your July 1993 issue of TIP at your side, here are the corrections:

Footnote #	Page #	Correct Text of Footnote
3	70	In fact, several other Minnesota faculty members continued to influence applied psychology as editors of the <i>Journal of Applied Psychology</i> . After Paterson, John G. Darley served as editor during 1955-60. Kenneth E. Clark was editor from 1961-70, and John P. Campbell edited <i>JAP</i> during 1977-82. Edwin A. Fleishman was editor during 1971-76.
4	71	The remaining twenty-five to thirty percent of Paterson's Ph.D. students were unknown to me.
5	71	In addition to what has been detailed above, Paterson was a founder and President of the American Association of Applied Psychology, and served as Secretary of the American Psychological Association for 6 years. He was a Diplomate in industrial psychology of the American Board of Examiners in Professional Psychology. He received an honorary LLD degree from Ohio State University in 1952, and in 1956 was selected to deliver the Walter Van Dyke Bingham lecture at his alma mater.
6	73	For example, Larry Cummings holds the Carlson Chair of Management in the Management Department, and the Industrial Relations Department is home to Professors Richard Arvey, Paul Sackett, Raymond Noe, and Cheri Ostroff.
7	73	The primary area of concentration has been in industrial and organizational psychology, but many programs have also been enhanced by supplementary concentration in counseling psychology, social psychology, or differential psychology.
8	75	The most recently elected president of SIOP is Walter Borman. Although he has not been a member of the Minnesota Department, he has influenced applied psychology at Minnesota for nearly two decades as a

founder and currently President and Director of Research of Personnel Decisions Research Institutes, Inc. Borman completed his Ph.D. with E. E. Ghiselli at Berkeley in 1972. It is also noteworthy that Jo-Ida Hansen who is director of Minnesota's counseling psychology program is currently president of APA's Division 17—the Division of Counseling Psychology.

Use of Subgroup Norms in Employment-Related Tests: Technical Issues and Limitations

Scientific Affairs Committee

The Civil Rights Act of 1991 bans the use of subgroup norming or within-group scoring of employment tests. In particular, the Act states that it will be unlawful 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.” This part of the Act resulted, in part, from debates over the use of subgroup norming for ability tests, such as the General Aptitude Test Battery (GATB).

Questions have arisen concerning the appropriateness of limiting the use of subgroup norms for other sorts of tests or assessments, such as personality and interest inventories or physical ability tests, that frequently report separate norms for males and females. This report summarizes a number of issues that should be considered in determining whether and under what circumstances, to ban or limit the use of such tests, inventories, or assessment methods that might include separate norms for males and females (or other groups), or that might include a variety of test score adjustment procedures.

Three distinct sets of concerns arise when considering exactly how limitations on the use of separate norms, cutoff scores, etc. might be applied to employment-related testing: (1) the definition of “separate norms” and related concepts, (2) the scientific basis for using separate norms in particular circumstances, and (3) the use of separately-normed tests in making individual vs. institutional decisions.

I. Definitions

The Act makes it unlawful to adjust scores or alter the results of employment-related tests on the basis of race, color, religion, sex or national origin. There are several means by which such adjustments might be made, not

all of which are explicitly recognized as such. The first and most obvious adjustment is to add points to the test scores of specific groups. For example, many civil service tests include provisions for a veteran's preference (which is specifically allowed by law, and not regulated by the Act), which typically involve adding a specific number of points to the score obtained by individuals who have served in the military.

A second method of adjusting scores is to use different standards to compute norm-referenced scores for members of different groups (e.g. percentile ranks, T-scores), which are then used to compare examinees. For example, the test score of a black female job applicant might receive different percentile ranks, depending on whether her scores are compared to those of the population in general, blacks only, females only, or black females only. Two individuals who receive identical test scores might receive substantially different percentile ranks if their scores are compared to different norm tables. This is the method that had been used with the GATB, and that was the subject of much of the debate that surrounded the Act.

A third method that might be considered a score adjustment is to use different scoring procedures for members of different groups. This might, for example, occur when biographical data are empirically scored for use in personnel selection. Application blanks and other biographical questionnaires often include information that can be used to predict criteria such as performance or turnover. There are a number of scoring systems that might be used, all of which assign numerical values to specific responses on biographical questionnaires that reflect that item's relevance to the criterion of interest. For example, if an organization found that job applicants who either owned their own homes or had rented in the same location for more than a year were likely to remain with the company for long periods, whereas those who moved frequently were likely to leave after a short period, they might validly use this information to predict turnover among future applicants. In this case, a scoring system would give a high “score” to those applicants with more stable roots in the community and a lower “score” to applicants who frequently moved.

It is sometimes possible to make more accurate predictions if separate scoring schemes are developed for specific groups (e.g. males and females). Continuing our example, it is possible that home ownership and/or long-term rental might be valid indicators of turnover for males, but not for females. In this case, the system used to score information from the application blank would probably be different for males than for females (i.e. this particular variable might be “scored” for male applicants only). The use of separate scoring equations could be considered a method of score adjustment.

Perhaps the most widespread, and least obvious method of “score adjustment” occurs in the test development phase, where test items are chosen at least in part on the basis of their impact on various groups. It is common in

developing ability tests, interest inventories, personality scales, and other types of assessment procedures to examine the impact of gender, race, etc. on responses to test items, and to reject test items that show substantial differences between specific groups. The purpose of this scrutiny of test items is to identify items that best reflect the construct or attribute the test is designed to measure, and the question of whether item responses are influenced by extraneous variables such as gender or race is one of several possible considerations in deciding whether a particular test item contributes to the psychometric quality of the test.

It is useful to distinguish between the test development activities described above and after-the-fact changes to existing tests that might be used to minimize gender and/or race differences. In developing a test, it is common practice to start with a large pool of items and to select from that pool the items that best measure a particular attribute. Assessments of gender and/or racial differences in responses might be part the overall process of evaluating test items, but these assessments are unlikely to be the sole determinant of the content of the test. In contrast, once a test is developed and marketed, test users might make a variety of adjustments to the test to try and minimize adverse impact. For example, an organization might use a published test, but drop those items that show the largest differences between racial groups, men and women, etc. The process of altering existing tests to minimize differences between the scores of males and females, members of racial or ethnic groups, etc. could be regarded as a type of test score adjustment.

Finally, there are a group of strategies for using test scores referred to under the heading of "banding," in which small, statistically unreliable differences in applicants' test scores are ignored when ranking them for selection (Cascio, Outtz, Zedeck, Goldstein, 1991). For example, two individuals receive might test scores of 91 and 89, respectively. If an empirical analysis of the test led to the conclusion that 2-point differences in test scores were not statistically meaningful (e.g. differences that large could easily be expected on the basis of measurement error alone), a banding procedure might lead you to ignore the difference in their raw test scores, and to rank these two individuals for selection on the basis of something other than their respective test scores. In particular, banding procedures might lead an organization to select a female, minority group member or member of some other protected group in preference to a higher-scoring majority group member, provided that the differences in their test scores are so small as to be statistically unreliable. Because banding does not typically involve test score adjustment *per se*, and because the technical literature on banding involves a number of issues not directly relevant to the topic of test score adjustment, this report does not address the topic of banding. This issue may, however, be addressed in a subsequent report or communication.

Recommendation. Depending on how broadly terms such as "test score adjustment" are interpreted, the ban on test score adjustments on the basis of race, sex, etc. might affect only a narrow range of activities (e.g. scoring systems that translate the same test score into different percentile ranks for members of different groups), or it might affect a wide range of tests (e.g. tests in which considerations of adverse impact affected the selection of test items). We recommend that the interpretation of "test score adjustment" be limited to after-the-fact changes in tests (e.g. by deleting items or using different scoring procedures for different groups) or test scores that could change the rank-order individuals who received the same raw test score, depending on the specific demographic characteristics of the persons taking the test.

II. *Scientific Justification for Test Score Adjustment*

Employment-related tests are designed to aid in making valid employment-related decisions. There is a useful distinction between test score adjustments that are designed to enhance the validity of employment-related tests and adjustments that are made to advance goals not necessarily related to the validity or usefulness of tests (e.g. veteran's preference, race norming). There is scientific evidence that some types of test score adjustments can increase the validity of certain classes of employment-related tests, particularly gender-based score adjustments.

The use of separate gender norms appears to enhance the validity and usefulness of interest measures (Tracy & Rounds, 1993), personality measures (Cattell, Eber & Tatsuoka, 1970), and possibly biodata instruments (Eberhart & Muchinsky, 1982; Owens & Schoenfeldt, 1979). The use of separate norms for racial, ethnic, or other groups might also lead to enhancements in validity, but the evidence for such enhancements is (with an exception that is noted below) not as clear as for gender norms. Some test publishers have stopped using, or plan to stop using separate norms or separate test forms, apparently on the basis of a judgment that the increased validity associated with the use of adjustment procedures does not justify the increased cost or complexity of adjustment. Concern over potential litigation may have also influenced the decision to move toward the use of a single set of norms. Nevertheless, it is clear that in certain cases the use of separate norms can contribute to the validity and usefulness of tests. More generally, it is clear that a scientific justification for a number of test score adjustment procedures can be articulated.

One area for particular concern is the fact that test score adjustment procedures that increase the validity of a test might also increase the test's adverse impact. For example, there are consistent racial differences in the mean scores on cognitive ability tests, and there is also evidence of some racial differences in a variety of measures of job performance (For reviews, see Cleary, Humphreys, Kendrick & Wesman, 1975; Hartigan & Wigdor,

1989). The accuracy with which test scores predict performance will be increased by a number of test score adjustments that also *increase* the average difference between the scores of white and minority examinees (e.g. including race as an additional predictor in a multiple regression equation). In contrast, some test score adjustment procedures that are designed to reduce differences between the scores of white and minority examinees might *decrease* the overall validity and utility of the test (Schmidt, Mack & Hunter, 1984). For example, race-norming the GATB would tend to slightly lower the validity of the test.

Recommendation. The purpose of employment testing is to aid in making valid decisions. Test score adjustment procedures that contribute to that purpose should be permitted, provided that such adjustments do not increase the adverse impact of the test. Test score adjustments that either fail to increase the validity of tests or that decrease the validity of tests do not have a firm scientific justification, although they may be justifiable on the grounds of advancing specific public policies.

III. Test Use

Psychological tests and assessment methods are often used to help institutions make decisions. For example, cognitive ability tests might be used by an employer to help make personnel selection decisions. A second use of tests is to help individuals make decisions. For example, a vocational counselor might use tests or inventories to assess an individual's interests as well as his or her personality characteristics, and use the results of this assessment to provide career counseling. Here, the tests provide information or feedback, which the individual may use in making his or her own decisions about career directions, types of training to pursue, etc.

When tests are used to provide individuals with information and feedback, the use of subgroup norms might be appropriate and helpful. The use of subgroup norms for inventories or other measures that are intended and used *only* to provide input into individual decisions should not be restricted by the Act, because this use of norms does not in any way limit the employment opportunities of any group. Rather, the use of scores that are interpreted in comparison to subgroup norms might provide additional information that can help individuals make informed choices about jobs or careers.

The same inventory might be used for either individual or institutional decisions. For example, vocational interest inventories are designed to provide individuals with detailed information about their patterns of occupational interests, often in comparison to successful members of several occupations. Such inventories are occasionally (and incorrectly) used to make institutional decisions, such as personnel selection or classification. Similarly, cognitive ability tests (such as the GATB) are usually used to make institutional decisions, but they could also provide a valuable source of individual

feedback. This suggests that limitations in the use of test score adjustments (including reporting separate norms for various groups in the population) should be defined in terms of how tests are used, rather than being linked to specific types of tests.

Recommendation. The use of subgroup norms should be limited only in situations where test scores might be used by institutions to make employment decisions (e.g. selection, promotion, classification) about individuals. In employment settings where the sole use of tests or psychological assessments is to provide information and counsel to the individual, the use of subgroup norms should not be banned or limited.

References

- Cascio, W.F., Outtz, J., Zedeck, S. & Goldstein, I. L. (1991). Statistical implications of six methods of test score use in personnel selection. *Human Performance*, 4, 233-264.
- Cattell, R. B., Eber, H. W. & Tatsuoka, M. M. (1970). *Handbook for the Sixteen Personality Factors Questionnaire*, Champaign, IL: Institute for Personality and Ability Testing.
- Cleary, T., Humphreys, L., Kendrick, S. & Wesman, A. (1975). Educational use of tests with disadvantaged students. *American Psychologist*, 30, 15-41.
- Eberhart, B. J. & Muchinsky, P.M. (1982). An empirical investigation of the factor stability of Owens' biographical questionnaire. *Journal of Applied Psychology*, 67, 138-145.
- Hartigan, J. A. & Wigdor, A. K. (1989). *Fairness in employment testing: Validity generalization, minority issues, and the General Aptitude Test Battery*. Washington, DC: National Academy Press.
- Owens, W. A. & Schoenfeldt, L. F. (1979). Toward a classification of persons. *Journal of Applied Psychology*, 64, 569-607.
- Schmidt, F. L., Mack, M. J. & Hunter, J. E. (1984). Selection utility in the occupation of U.S. Park Ranger for three modes of test use. *Journal of Applied Psychology*, 69, 490-497.
- Tracy, T. J. & Rounds, J. (1993). Evaluating Holland's and Gati's vocational interest models: A structural meta-analysis. *Psychological Bulletin*, 113, 229-246.

JOB OPENINGS?

Contact the Business Office in TIP.

SIOP Administrative Office
657 East Golf Road, Suite 309
Arlington Heights, IL 60005
Phone: 708-640-0068

The Myers-Briggs Type Indicator® and Leadership: An International Research Conference

January 12-14, 1994

University of Maryland
University College
College Park, Maryland

Sponsored by:

National Leadership Institute
University of Maryland
University College

Cosponsored by:

Association for
Psychological Type
Center for the Applications
of Psychological Type

The Myers-Briggs Type Indicator® (MBTI) is being widely used in management and leadership development. Substantial descriptive data (e.g., type tables) are now available regarding managers at a variety of settings. However, research that goes beyond descriptive data has been largely unavailable. The purpose of this conference is to bring together researchers and interested practitioners to discuss an array of research findings and approaches regarding the MBTI and how it can enhance our understanding of leadership.

Please write or call to receive a conference brochure.

The National Leadership Institute
University of Maryland
University College
University Blvd. at Adelphi Rd.
College Park, MD 20742-1668
301-985-7195



UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
NATIONAL LEADERSHIP INSTITUTE

Alternative Challenge to Subgroup Modifications in Test Scoring

David W. Arnold
Alan J. Thiemann
Association of Test Publishers

As discussed in a previous *TIP* article,¹ the Civil Rights Act of 1991 (P.L. 102-166, amending 42 U.S.C. §1981 and §§ 2000 *et seq.*) (hereinafter the "CRA") bans the use of subgroup norming in test scores for personnel selection. Consequently, employers and test developers are at risk under §106 of the CRA for certain subgroup-based scoring modifications that have been traditionally used.² This article will analyze and discuss the similar potential for liability employers may incur under §107 of the CRA for the use of such scoring modifications.

Section 107 was drafted and enacted because Congress felt that the law in "mixed motive" cases needed to be restored to its pre-1989 status. *See Price-Waterhouse v. Hopkins*, 490 U.S. 288 (1989).³ Specifically, §107(a) provides that an employer engages in an unlawful employment practice if race, color, religion, sex or national origin was a motivating factor "for any employment practice."

Application of §107 to test scoring adjustments is relatively straightforward. If an employer (or the test developer or administrator acting as the agent for the employer) makes a modification of a test score on the basis of a prohibited classification, the raising or lowering of the test score will unquestionably affect the likelihood of the applicant's selection for the particular job. It is difficult to imagine a clearer example of an impermissible "motivating factor" under §107.

Upon the establishment of this fact in a court case, a plaintiff is eligible for declaratory and injunctive relief, as well as attorney fees and the costs associated with the pursuit of this claim. Moreover, if the employer cannot demonstrate that the same result would have been reached in the absence of such an improper motivating factor, the action will likely be found to have been intentional—entitling the plaintiff to an award of punitive and compensatory damages under §102 of the CRA.⁴

As pointed out in the prior article, there may be some leeway in applying and interpreting the provisions of §106, just as there are to §107, especially when the effects of §116 are considered.⁵ However, it is readily apparent that the general practice of altering or modifying test scores used for pre-employment or employment purposes creates potentially extensive exposure to liability under both §106 and 107. Applicants and employees will certainly

utilize both theories in litigation under the CRA—opening up employers to the prospect of trying to defend against these alternative claims.

Accordingly, even though some well-respected psychologists and test publishers may want to assert that the EEOC should take into account that subgroup-specific norms are appropriate for certain types of testing instruments or for some types of jobs (i.e., safety sensitive)—a position that may have some scientific merit—this is not a view that will prevail in court. When weighed against the serious level of liability to which employers are exposed—and the likelihood of third-party claims by those employers against test publishers if the employer followed their advice—these authors cannot recommend the continued use of subgroup-based modifications. If the scientific community believes that sufficient evidence exists to compel the use of such score adjustments, then its only available avenue is to convince Congress to rewrite the law.⁶

Endnotes

1. Arnold, D. W., & Thiemann, A. J. (1993). Test Scoring Under the Civil Rights Act of 1991. *The Industrial-Organizational Psychologist*, 30 (3), 65-67.
2. Although the authors cautioned against using subgroup norms under any circumstances, the possibility for using banding remains somewhat open until the Equal Opportunity Commission issues any policy guidelines about this area. At least one court has held that the CRA does not prohibit banding. See *Officers for Justice v. Civil Service Commission*, ___F.2d___ (9th Cir., decision dated November 5, 1992).
3. Prior to the CRA, employers in some cases for intentional discrimination where some permissible reasons for a personnel action are "mixed" together with one or more illegal reasons could avoid liability by demonstrating that the same action would have been taken, even if no discriminatory motive were present. Under the CRA, any discrimination is prohibited, even if the same action would have resulted. In determining what constitutes motive, a recent Supreme Court decision, *St. Mary's Honor Center v. Hicks*, ___U.S.___ (June 25, 1993), strongly suggests that direct evidence of discrimination is "helpful" in proving that the employer had no pretext other than discrimination.
4. These damages vary based upon the number of employees the defendant company employs and are capped at \$300,000. If the employer can show that the action was not intentional, however, only equitable relief may be ordered.
5. Section 116 of the CRA potentially permits for certain scoring adjustments as part of the court-ordered affirmative action plans or where a court approves a conciliation or settlement of a lawsuit with such provisions.
6. EEOC policies do not carry the force of law and courts are not bound by them. See *Garcia v. Spun Steak Company*, ___F.2d___ (9th Cir., decision dated July 16, 1993).

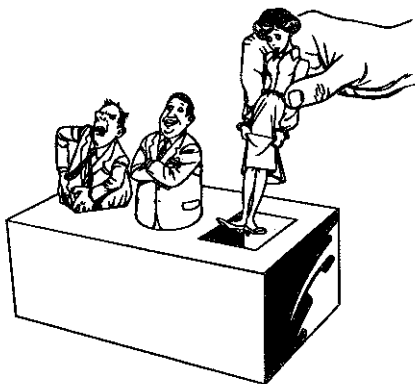
Found in the SIOP Archives: Footnotes that Somehow Got Left out of Published Manuscripts

Edwin A. Locke

Footnote Number

1. The second author designed the study. The third author carried it out and wrote it up. The first author had the power.
2. Previous reviews by associate editors of 3 other journals, all of whom rejected the manuscript, totalled 27 single-spaced pages of comments, all of which we ignored. We don't thank any of them for their dumb comments.
3. Many of the references in this paper are totally unrelated to the topic of the study, but we added them to make the paper look scholarly.
4. The hypotheses were invented after-the-fact to explain the totally unpredicted and seemingly nonsensical results we obtained.
5. 67 subjects were discarded for non-compliance—with the hypotheses.
6. The original questionnaire included 100 predictor scales. This study reports the results for the 5 that worked.
7. We tried 37 different analytic techniques, some invented in ancient China. The one reported here (The Kawasaki Inverted-Listerine Analysis) was the only one that got significant results.
8. The full results of our 1/2-tailed tests are available, but see #9.
9. Our data are available for other scientists to look at. However, they are temporarily in Pakistan or Afghanistan, I am not sure which. Write us again in 5 years. ("Thank you for your belated inquiry about our data. Unfortunately they have been discarded, in Pakistan or Afghanistan, I am not sure which, because they are more than 5 years old." The Authors).
10. We ran 12 pilot studies and finally got the design to work after threatening the subjects with bodily harm.

P.S. One of these actually happened to me, but I won't say which.



Having Trouble Filling Positions with Just the Right People?

S.F. Checkosky & Associates Inc.
has the solution for you!

AccuRater™ Version 5.0 **PC-Based Office Skills Assessment Battery**

When it comes to testing prospective employees, or evaluating the skills of your current employees, our AccuRater™ software will provide valid, reliable results. Our four standard packages test for office skills in a consistent and easy to use format:

- | | | |
|---------------------|--------------------------|-----------------------|
| ✓ TypeRater™ | • Basic Typing skills | • Proofreading skills |
| | • Advanced Typing skills | |
| ✓ WordRater™ | • Proofreading skills | • WordPerfect skills |
| | • Editing skills | |
| ✓ DataRater™ | • Data Entry skills | • Ten-Key skills |
| ✓ SkilRater™ | • Basic Math skills | • Spelling skills |
| | • Filing skills | • Vocabulary skills |

Whether you're interested in our standard or customized packages, we're confident our experience with over 1,000 clients and more than 7 years of development in testing and training has created the best in the market.

So when you're looking for skills assessment software, there's no need to re-invent the wheel. Let the experts at S.F. Checkosky & Associates do it for you.

S. F. CHECKOSKY & ASSOCIATES INC.
[SFC&A]
P.O. Box 5116 • Syracuse, NY 13220
1-800-521-6833



Practice Network

Thomas G. Baker
Micro Motion, Inc.

Practice Network is committed to providing a forum for the discussion of a wide range of issues which affect practitioners. This column develops based on your calls, views and opinions. I am always available to speak with you at (303) 530-8143 and hope you will find something of interest in the features in this issue.

You Won't be DUPE'd By This Man

A few years ago, a young I/O psychologist-to-be was asked a provocative question. During his preliminary oral examination, he was asked, "Is personality something you have or something others think of you?" Troubled by this question, Bob collected his thoughts and took 45 minutes, with a lot of added questions and some help from his major professor, to answer a question he is still pursuing today.

Practice Network enjoyed a recent conversation with Distinguished University Professor Emeritus **Robert Guion** (Bowling Green State University). Although retired in 1985, Bob seems more active than ever in the I/O world. In recognition of his lifetime of service, SIOP awarded Bob its Distinguished Scientific Contributions Award during our Spring conference. (With all these "Distinguished" laurels hanging off him you may worry that things would go to Bob's head, but he is the first to point out that the acronym for his Bowling Green title is "D.U.P.E". Believe me, this man is as modest as the Northwestern plains of Ohio are flat.)

At a Division 14 symposium in the late 1980's, **Leaetta Hough** 'credited' Guion and **Dick Gottier** for having killed personality testing with one bold stroke!. In the audience, Bob felt the need to clarify his position on the matter and responded, "I didn't kill it . . . it died naturally." The issue of personality validation was not to leave Bob alone.

Personality testing was de-emphasized by the passage of the Civil Rights Act in July 1964, which focused on ability testing. It was further discredited by anti-trait theories, which, Bob feels, misdirected I/O psychology in the late 60's. But he concedes that the field remained active throughout the 1970s, going underground and living in a 'not-talked-about' state.

About five years ago, **Doug Jackson**, in his presidential address to Division 5 (Evaluation, Measurement, and Statistics), asserted that the reason

personality was not well researched was because job analysts didn't pay attention to it. Finding this statement plausible, and after discussions with **Dick Jeanneret**, Bob set up a research group to investigate the role of personality in job analysis.

And now, **Bob Guion** is closing in on the validation of a job analysis instrument based "very loosely" on the Big 5 model.

Bob credits **Lou Goldberg** with the resurgence of interest in Big 5 theory, but he believes that, instead of revisiting a previously discredited trait theory approach, I/O psychologists should approach personality from a behavioral or activity perspective. Rephrasing the preliminary oral examination question of a few years ago, Bob now asks "Is personality something you have, something others think of you, or *something you do*?" (italics added). **David Buss** has developed two instruments which neatly operationalize Bob's opinions on personality research. The first instrument, a personality measure, factors into approximate Big 5 constructs. Upon analyzing the second instrument, an *activity* level questionnaire, the Big 5 structure evaporates, and the results bear little resemblance to its constructs.

"There may be some changes coming up in the next few years that will take us away from the Big 5 and into the Big 7 or 8," he hypothesizes.

Bob's current research project, which includes the work of several BGSU grad students, asks the question: What is the structure of a questionnaire of activity statements which define a broad range of personality characteristics?

A very difficult part of this research was generating and sorting task statements relevant to personality dimensions. Bob characterizes this phase of the group's work as "The biggest intellectual morass you've ever seen." Sorting was done using elementary linkage analysis, which he calls a "fast, arm-chair factor analysis."² The group settled on five factors with 12 subordinate divisions and used the sophisticated technique of "scrounge sampling" to develop their target group for the questionnaire. Bob concedes the sample is more heavily loaded in higher level jobs that he would desire, but sometimes when you embark on basic research you become eligible for special dispensations.

Analysis of the data will not be done until they have an N of 250. Currently their N is 170, but by the time you read this article, they may be almost ready to go. Stay tuned! Big 5 theory has caught many people's attention. Maybe it is time to look at personality from a whole new perspective.

Thanks, Bob, for chatting with *Practice Network*!

Target's in the Bull's Eye

On July 9, 1993, plaintiffs' counsel in *Soroka v. Dayton Hudson* announced a consent decree settlement. The settlement, which must be approved by the Alameda Superior Court, prohibits Target stores in California from

administering any version of the MMPI and CPI to store security guard applicants for the next five years and requires Target to destroy test records.

Target will also pay out over \$2 million in claimant awards and attorney fees.

Thanks to **David W. Arnold** (Reid Psychological Systems) for keeping half the I/O groups in the country up-to-date on important legal issues, such as this case and the ADA update elsewhere in this column.

1/2 Clinician, 1/2 I/O

A defector is in our ranks! The investigative arm of *Practice Network* recently tracked down a SIOP-impostor who spends half his time practicing clinical psychology. "It is an interesting mental exercise to go from I/O to clinical psychology because the values of the two fields are so distinct," **John Kohls** (alias, *the turncoat*) explains. "If we can predict behavior in I/O, we don't care why the behavior occurs, but for clinicians it is just the opposite. They love to think they understand what motivates behavior."

Speaking about licensing (for other discussion in this topic, see "Two I/O Groups Active in Accreditation Issues" elsewhere in this *Practice Network*), John points out that, at least in California, once accredited you can hang out any kind of 'shingle' you desire. In John's case, he pursued post-graduate course work and a one-year internship, but that's only because he was in California and his surf board was in the shop.

John feels that I/O curriculums should include clinical issues so that we are (1) more sensitive to individual issues which impact work-place behavior (such as alcoholism in a CEO), (2) more knowledgeable of personality for our use in personnel selection, in clinician's lingo, more knowledgeable of "personality maps" which don't get taught in I/O curriculums, and (3) more sensitive to the issues people face who take test batteries we construct. Additionally, for John, "One of the big eye openers is understanding communication." He structures communication into four levels; feeling, facts, fighting and fleeing. How comfortable are you with the sum of those "F's"? For those of us curious about communication, he highly recommends reading *The Language of Feeling* by David Viscott (Simon & Schuster Pocket Books, 1976) and *The Tao of Leadership* by John Heider (Humanics New Age, 1985).

In I/O we listen "for the purpose of coming up with the answer," while in clinical work "your role is to help (the client) come up with their own answer." **John Kohls** found his I/O work to be incomplete, providing only part of 'the answer' for himself and his clients. His clinical training has helped him become a better all-around psychologist to his I/O and his clinical clients.

Need for Research on Benefits

Practice Network struggles to include as wide a variety of I/O issues and opinions as possible. I've found that highlighting the area of employee benefits to be exactly that—a struggle. In many of our organizations, a key strategic H.R. objective includes the phrase “attract and retain employees.” H.R. executives spend significant amounts of their time stewing over compensation and benefit dollars. It's not uncommon for companies to spend from 25-40% of base compensation on benefits. Why then, so little action in employee benefits?

Practice Network recently spoke with Margaret “Peg” Williams (Krannert Graduate School of Management, Purdue University), who is an active researcher in the field of employee benefits. There are many important, yet basic, questions to be answered in this area, such as: What do employees perceive as benefits? How much do they know about their existing benefits? What causes satisfaction with benefits? And what difference does satisfaction (or the lack of it) have on employee behavior, attitudes, and productivity?

In 1985, *Personnel Psychology* published an oft-cited piece of research showing that employees did not know how much their employer spent on medical insurance coverage.³ This very *specific* finding has been generalized far beyond this specific benefit. In a recent study, Peg found that for the more ‘common’ benefits—vacation and paid holidays, sick leave, life insurance coverage, etc.—employees displayed reasonable levels of knowledge about their benefits, but they were weak in their knowledge of disability insurance coverage, flexible spending accounts, and their retirement plan.

It shows the immaturity of this field that research on a topic as basic as “knowledge of benefit coverage” is still needed.

Talk about an area where data is available! Benefits is one ripe for action. Richard Klimoski visited Purdue in July, lecturing on selection research issues under A.D.A. Amongst other important points, Richard stressed the need for researchers and industry to “link together” because researchers don't always have access to the kinds of real data that are needed to solve problems. Peg feels that benefits researchers have this same need.

Peg is interested in doing research in companies larger than 500 or 1,000 employees. A difficulty for her as a researcher is that this area needs cross-organizational research designs requiring data from a variety of firms. Are you interested in collaborating in research on employee benefits? Considering the amount of corporate dollars pumped into this area, you should be. Contact Margaret “Peg” Williams at (317) 494-4459.

Are You Ready for Retirement?

Michael M. Harris (School of Business Admin., University of Missouri-St. Louis) and Larry Fink (Department of Management, George Mason University) recently collected some qualitative data on employee perceptions

of retirement, or pension, programs. The data presented below are based on an unscientific sample of 24 respondents from a variety of industries.⁴ Fifteen of the respondents belong to a *defined benefits pension plan* (i.e., plans which specify ahead of time how much an employee will get upon retirement) and the rest belong to a *defined contribution pension plan* (e.g., 401(k)).

Interesting results are as follows:

1. *Do you understand your pension plan?* 42% rated themselves as knowledgeable or extremely knowledgeable with 46% rating themselves as somewhat knowledgeable. Michael comments, “Given the importance of pension plans, these numbers are of concern, but mesh with other reports indicating that employees are not savvy when it comes to pension funds.”

2. *How good is your pension plan?* 46% rated it either very good or excellent, 38% rated it adequate and 17% rated it poor or terrible (*gawdawful* in scientific parlance). “Our qualitative data suggest that people really know very little about how their plans compare to other company's plans,” Michael remarks, “It would be interesting to determine the basis upon which people judge the quality of their pension plan.”

3. *How good are your investment options?* For those respondents who choose how to invest their pension monies, one-third somewhat or strongly agreed that they had good investment options, while one-third were unsure of the quality of their investment options. Again, Michael stresses, it would be interesting to examine what factors affect this perception (e.g., do some companies do a better job of educating employees, or are some employees simply more knowledgeable).

Respondents were asked several questions regarding the perceived effect of the pension plan on their work behavior. For example, in terms of whether the pension plan would be a major factor in deciding whether to switch jobs, 62% either somewhat or strongly agreed. However, 21% strongly disagreed. With regard to the statement: “Your retirement program influences how much you care about your organization's success,” 50% agreed somewhat or strongly; however, 25% strongly disagreed. Michael Harris says, “It seems likely that employees with an ESOP or profit-sharing plan would be far more concerned about the organization's success than employees with a defined benefit plan.”

What Michael and Larry Fink find interesting is the variance in responses. They ask, to what degree are differences due to personal characteristics (e.g., years to the gold watch), the characteristics of a company's plan, or to company characteristics (effectiveness at disseminating information, for example)?

Michael is concerned that “although there is a growing amount of descriptive information available in various popular magazines and newspapers, there is almost no I/O psychology literature on the whole issue of pension plans. Larry and I would like to design a more rigorous, quantitative study on pension plans. We would like to hear from interested companies,

researchers, and practitioners to discuss collaborative work." *Practice Network* encourages all interested parties to contact **Michael M. Harris** at (314) 553-6280.

Two I/O Groups Active in Accreditation Issues

Two I/O groups around the country have become involved in their state's legislative process. These groups, HAIOP in Houston⁵ and GIOP in St. Louis⁶, are working to ensure the interests of I/O psychologists in their state are represented.

In Texas, one bill has been signed into law which exempts licensed (I/O) psychologists from having to seek additional licensure to practice career counseling. For a Ph.D. in our field, this license would have been redundant. In other activity, HAIOP helped defeat a provision in a Texas Senate measure which would have lumped the licensing of all psychologists with social workers and professional counselors. Proposed legislation assumed that all psychologists (including I/O) practiced mental health counseling.

GIOP has been working to get an I/O psychologist appointed to the State Committee of Psychologists, the licensing board for psychologists in the "Show-Me" state. GIOP hopes to establish this representation to balance out the differences between I/O and health care psychologists. They may have to wait until an opening occurs on the state board and will recommend the appointment of an I/O psychologist who lives in that geographic area of Missouri.

Whatzinaname?

It was the best of times, it was the worst of times. *Practice Network* announces the first ever *Awards For Research Titles*. Grin and bear these (anonymous⁷) winners:

The *I-Wish-I'd-Thought-Of-That* award: How to write a highly cited article without even trying (Psychological Bulletin).

The *Definitely-Used-College-Students* award: When courtesy fails: Gender roles and polite behaviors (J. of Applied Social Psychology).

Double winners in the *Sign-of-the-Times* category: (1) Development of a model for announcing major layoffs (Group and Organization Management) and (2) Pulling up roots in the 1990s: Who's willing to relocate? (J. of Organizational Behavior).

Two winners were found in the *Family-Affairs* category: (1) Ability of children to button and unbutton clothes (J. of Human Ecology) and (2) Coping and disputing with neighbors (J. of Applied Social Psychology).

The *I've-Worked-There* award: Decision making in a schizophrenic population (Law & Human Behavior).

What Are You Expecting?

Practice Network enjoyed a recent conversation with **Ken Wexley** (Human Resource Decisions, Inc.) on the topic of performance management.

An original contributor to behavior observation scales, along with **Gary Latham**, Ken finds BOS can be successfully merged with the 'output' or result side of performance management. Ken, along with **Stan Silverman** (U. of Akron) has now paired what he calls "performance expectations" (performance goals) with BPS into a performance management system they call ADEPT (Appraising and Developing Employee Performance Training).

Performance management can have a tremendous impact on an organization when it provides "position-specific role clarity" and, at the same time, reinforces strategic issues facing the organization (e.g., employee and management development, teams, quality, diversity, etc.).

"I don't think you can install performance management unless you train the manager and employee to understand and use the system and have certain skills . . . you don't want to put a manager or employee into a performance management meeting cold," Ken conveys. Ken and Stan are most pleased with their use of ADEPT at GM's Buick-Oldsmobile-Cadillac division where they trained about 14,000 managers and employees (!) in its use.

Ken emphasizes the key aspects of this performance management system as follows: (1) training of both managers and employees, (2) pairing of behavioral (BOS) with MBO/goal performance management systems, and (3) accenting the ability of managers to accurately diagnose the causes of performance problems.

A big part of what managers learn concerns rater errors: training managers to understand the contamination of halo, similarity, leniency, first impression and contrast errors. They are taught "not only to observe accurately but also to be good note takers, and how to be better coaches," he says.

Performance management, as the reader will agree, should be done throughout the year. "The most important thing is that at the end of the year there is accurate feedback, there are no surprises and that an action plan for improvement is set up for the next year," Ken remarks. A way to facilitate this continuous exchange is through the use of a 'diary' kept by the manager throughout the year and open to the employee at any time.

For any job, Ken finds that managers usually outline from five to ten major responsibilities. Each responsibility is given both behavioral objective and goal-oriented outcomes.

The interesting thing I discovered in talking with Ken Wexley is that, as he says, "this process is not earth shattering, but it works." Ken and Stan have modified the process to use multiple input from an evaluation team and made it work in 'teaming' environments. For team environments, both communal and individual responsibilities and performance expectations are created. Ken remarks, "As I/O psychologists, we are trained to think at the individual level.

All of this new emphasis on teams has forced me to change my way of thinking . . . As Deming says, you have to improve the system, but at the same time people also have to understand what is expected of them." Ken cautions other I/O psychologists in believing that all causes of performance problems can be attributed to external factors. He feels that a key aspect of performance management occurs when "the manager and employee *really* get their heads together to diagnose a performance management issue." Individual issues of performance should not necessarily be attributed to only system causes.

Ken Wexley is interested in speaking to other I/O psychologists involved with performance management. He can be reached at (517) 349-7565.

ADA Update

Based on E.E.O.C. statistics of June 1993, back impairments have been the basis of the largest proportion (17.9%) of discrimination charges under Title I of the ADA. Other disabilities frequently claimed include: mental illness, 8.9%; heart impairments, 4.3%; vision impairments, 3.5%; alcoholism, 2.4%; HIV infection, 2.1%; learning disabilities, 1.7%; mental retardation, 0.4%.

Humanistic Model of Leadership

Practice Network enjoyed a conversation with **Carol Edlund** about her theories of leadership. Her thoughts are based on the assumption that all people possess both masculine and feminine traits. "I believe this is biological," she sates, "but how we use these traits is socialization."

"To be fully effective in the workplace we have to use all of our human traits," Carol says, pointing out, however, that in the workplace masculine traits are more frequently validated. "I feel we have created a workplace that is not fully human," she stresses.

It is important to note that, although based on feminist literature, this is NOT a feminist theory of leadership. Even though the terms 'masculine' and 'feminine' are psychological, they are behaviorally defined by society. She highlights the differences between masculine and feminine styles of leadership in the following manner:

Characteristic	Masculine	Feminine
Operating Style	Competitive	Cooperative
Organizational Structure	Hierarchy	Team
Decision-Making Style	Rational-Objective	Intuitive-Subjective
Key Characteristics	Domination (High Control) Strategic Separation	Sharing (Low Control) Collaboration Relationship

Carol reviewed the results of a survey of nearly 850 female managers in the public sector with PTC/San Diego this spring. The goal of this survey was to describe the opinions of leadership held by these successful women, not necessarily to compare/contrast male and feminine styles.

Some of the key findings to this survey are:

- (1) *The 'open door' policy exists strongly for women.* The women surveyed stress the importance of accessibility, their concern over their employees situations at both work and home and the high priority they place on two-way dialogues with employees.
- (2) *The "notion of success" for women is not material in nature.* These women stress that they define success through their perceptions of their own competence. Carol is struggling with whether this may indicate the need for women to do 'meaningful' work, but this notion did not come through directly on the survey. It appears that the respondents find success in anything they do, so long as they perceive themselves to be doing it competently (92% of those surveyed set or adhere to their own work standards).
- (3) *Women managers view themselves as part of a team.* The decision making style used most often is consensual with a focus on win-win relationships. "Even if (these women managers) make the final decision, they tend not to do so until they've received input," Carol says.
- (4) *The women surveyed pay considerable attention to balancing their home and work life.* This occurs both for themselves and for their employees. 78% of the respondents feel women manage stress differently than men with the two most often utilized strategies being talking to trusted friends/family and physical exercise.

Influential books which Carol recommends include *Feminine Leadership: Or How to Succeed in Business Without Being One of the Boys* by Marilyn Loden (Times Books, 1985) and *Women Changing Work* by Patricia Lunneborg (Bergin & Garvey, 1990).

Carol Edlund will send you the results of her survey for the price of a phone call. You can reach her at (510) 658-7158.

What Are You Gonna be for Halloween?

How about going as a "Contributor to *Practice Network*?" Call me now to get all the details! Contact Practice Network by calling **Thomas G. Baker**, Micro Motion, Boulder, CO. Phone (303) 530-8143; FAX (303) 530-8007; Prodigy® address VTCJ69A

Footnotes

- ¹ Guion, R. M., & Gottier, R. F. (1965) Validity of personality measures in personnel selection. *Personnel Psychology*, 18, 135.
- ² McQuitty, L. L. (1957) Elementary linkage analysis for isolating orthogonal and oblique types and typal relevancies. *Educational and Psychological Measurement*, 17, 207-229.
- ³ Wilson, M., Northcraft, G. B. & Neale, M. A. (1985) The perceived value of fringe benefits. *Personnel Psychology*, 38, 309-320.
- ⁴ The sample consists of eight respondents aged 20 to 39, 15 people between 40 and 59 and one folk over 60 years old; with seven women and seventeen men.
- ⁵ HAIOP's effort was lead by **Rodney Lowman** (The Development Laboratories). You may contact him at (713) 527-9235.
- ⁶ GIOP contacts are **Carl Greenberg** (Southwestern Bell Telephone Company) at (314) 331-9767 and **Darrell Hartke** (Jeanneret & Associates) at (314) 862-3805.
- ⁷ As found in a recent issue of *PsycSCAN: Applied Psychology*. Names have been withheld to protect the innocent people I may have offended.

Performance Appraisal in a Total Quality Management Environment

Timothy G. Wiedman
Thomas Nelson Community College

Total Quality Management (TQM) represents a new approach to managing organizations. The TQM philosophy, embodied in the "14 Points" of W. Edwards Deming (1982), emphasizes the continuous improvement of products and processes to ensure long-term customer satisfaction. Further, its group problem-solving focus encourages employee empowerment by utilizing the job-related expertise and ingenuity of the work force. Cross-functional improvement teams (ideally, representing all segments of an affected system) utilize the tools and techniques of TQM to develop solutions to complex problems. And since a given improvement team will not necessarily include a representative from management, the dividing line between labor and management often blurs as workers themselves begin to solve organizational problems. Thus, adopting TQM generally requires cultural change within the organization as management re-examines its past methods and practices in light of the demands of the new philosophy.

As a TQM trainer and team facilitator, I have introduced Deming's management concepts to hundreds of people in dozens of settings. My pupils have covered the organizational spectrum from prison wardens to city mayors to plant managers to labor leaders to federal inspectors to college deans to state police commanders to CEOs. Yet, regardless of the audience, one

element of Deming's message has always resulted in heated debate: the role of performance appraisal.

Any review of the academic literature will yield numerous reasons for evaluating employee performance. Yet from McGregor (1972) to Cascio (1989) to Cunningham, Aldag & Block (1993), their primary purpose remains the same: Appraisal information supports salary decisions, promotions, transfers, and terminations. Sherman, Bohlander & Chruden (1988) see their main use in still narrower terms stating that "performance appraisals are used most widely as a basis for making compensation decisions." Yet simply knowing the most popular reasons for evaluating employees tells us nothing about what we **should** be doing in this area. Performance appraisal is a management tool that can have a variety of possible uses; but not all uses necessarily contribute to long-term organizational effectiveness.

If Deming (1986) had his way, rating systems tying individual performance to salary adjustments would be eliminated. He feels that these systems hinder teamwork, create fear and mistrust, and discourage risk-taking behavior (thus limiting innovation). But even worse, Deming is convinced that most appraisal systems are based on the faulty assumption that individuals have significant control over their own performance (i.e., that most individuals can improve if they **choose** to do so by putting forth the necessary effort).

Since Deming is a statistician (rather than a recognized expert in Human Resource Management), it is easy to dismiss his opinions. In fact, as a former middle-manager (who had been doing performance appraisals for 15 years), I personally fought this aspect of Deming's philosophy. Yet the more that I learned about TQM, the more I began to question my own "appraisal paradigm."

Everything done in an organization is accomplished within the framework of one or more systems. These systems provide limits on the activities of machines, processes, employees and (even) managers. In a well-designed system, it will be nearly impossible to do a job improperly. Conversely, a poorly-designed system can thwart the best efforts of the best employee. How is performance appraisal useful if the system **itself** is preventing good work? In this situation, the appraisals will continue to differentiate among employees because that is what they are designed to do; but if the **system** is preventing the desired employee behavior, what are the appraisals actually measuring? Deming (1985) would argue that (in an overwhelming majority of cases) those appraisals are simply measuring random statistical variation within a particular system.

If we, for example, bought two identical automobiles and hired a professional chauffeur to drive both cars over the same route at the same speed under the same atmospheric conditions between Phoenix and Salt Lake City, would we expect identical miles-per-gallon figures? And if our driver averaged 34.2 MPG in car one on day one and then averaged 34.9 MPG in car

two on day two, would we offer a salary increase for the improved performance? Obviously, in any system, some variability is both expected and normal. Linking rewards to this **random** variability is a recipe for disaster!

Further, since employees (and most lower-level management as well) have no opportunity to change the systems in which they work, the situation is doubly dangerous. Employees know about the problems in their systems; they wrestle with those problems every day. But with neither the authority nor resources to improve the system, they are forced to struggle along as best they can. The resulting frustration and demoralization will eventually take its toll.

This paper is not a call for the elimination of the performance appraisal as a management tool. Employees need to be aware of their strengths and weaknesses (as perceived by their supervisors). Training opportunities, improvement strategies, or career counseling may need to be discussed; and they may also need clarification of the organization's expectations. Regular performance appraisals can achieve these sorts of objectives; my skepticism relates primarily to their usefulness (and/or validity) in managing employee compensation. In theory, "pay for performance" might be a reasonable concept; but it will only be fair and equitable in situations in which workers have significant control over all of the variables which impact individual performance.

References

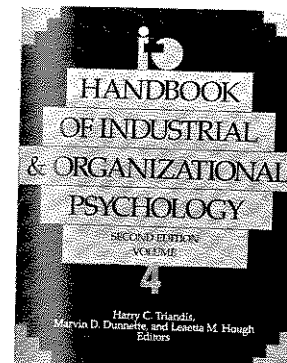
- Cascio, W. F. (1989). *Managing Human Resources: Productivity, Quality of Work Life, Profits*. New York: McGraw-Hill, Inc.
- Cunningham, W. H., Aldag, R. J., & Block, S. B. (1993). *Business*. Cincinnati, OH: South-Western Publishing Co.
- Deming, W. E. (1982). *Quality, Productivity, and Competitive Position*. Cambridge, MA: MIT Center for Advanced Engineering Study
- Deming, W. E. (1985, November 11). *Foundations for Success of Japanese Industry*. Speech presented at 23rd Annual Conference for Top Management, Tokyo, Japan.
- Deming, W. E. (1986). *Out of the Crisis*. Cambridge MA: MIT Center for Advanced Engineering Study.
- McGregor, D. (1972, September/October). An uneasy look at performance appraisal. *Harvard Business Review*, pp. 133-34.
- Sherman, A. W., Jr., Bohlander, G. W., & Chruden, H. J. (1988). *Managing Human Resources*. Cincinnati, OH: South-Western Publishing Co.

FORTHCOMING FROM CPP

Volume 4 Handbook of Industrial & Organizational Psychology

Second Edition

Harry C. Triandis, Marvin D. Dunnette, Leaetta M. Hough
Editors



In this final volume of the *Handbook* series, the editors explore the multicultural and international dimensions of industrial and organizational psychology.

Triandis' overview examines theoretical and methodological issues and major discoveries of cross-cultural industrial and organizational psychology. Scholars from around the globe discuss issues that affect business markets worldwide: cross-cultural leadership, the influence of culture on motivation, diversity, the impact of technology and culture on training, aging and work behavior, action theory as it affects training and employee development, time and work behavior, and selection systems in Europe.

Available November, 1993

To order, call 1-800-624-1765
Consulting Psychologists Press, Inc.
3803 E. Bayshore Road, Palo Alto, CA 94303

ORCA



Psychological Services, Inc.

PSI specializes in development, validation, and implementation of methods for selecting, promoting, and evaluating employees.

- **TEST PUBLICATIONS DIVISION**

Includes Basic Skills Tests (BST), Employee Aptitude Survey (EAS), Professional Employment Test (PET).

- **EXAM SERVICES**

Includes applicant processing, test administration.

- **CONSULTING AND RESEARCH SUPPORT**

Includes job analysis, development of selection & promotion procedures, validation studies.

- **COMPLIANCE AND LITIGATION SUPPORT**

Includes expert testimony, affirmative action plans.

To find out how PSI can assist you, contact:

Stephanie A. Jackson
Client Support Manager

or

William W. Ruch
President

PSYCHOLOGICAL SERVICES, INC.
100 West Broadway, Suite 1100
Glendale, CA 91210

Phone: (800) 367-1565
Fax: (818) 247-7223

An Ethics Code For I/O Psychology: Good Behavior At Low Cost

Lance W. Seberhagen
Seberhagen & Associates

In response to Lowman's (1993) "bemusement" at my suggestion that SIOP should have its own ethics code (Seberhagen, 1993), I would like to correct any misunderstandings about what I proposed and why I feel that a SIOP ethics code is needed.

Seberhagen Proposal

Although I never thought I would see the day when statisticians ("statistics don't lie, but liars use statistics") had an ethics code and I/O psychologists did not, I do not advocate a SIOP ethics code "just because statisticians now have [a new code]." SIOP should have an ethics code because it would be good for SIOP and good for our profession.

As I explained in personal correspondence to Wayne Cascio, SIOP President, but did not detail in my 1993 TIP article, the SIOP ethics code should be designed for educational purposes only, not enforcement. At most, the SIOP Ethics Committee should respond to general inquiries about the meaning and interpretation of the ethics code but should not investigate specific cases or take any enforcement action. The SIOP ethics code should allow compliance to occur naturally through self-regulation and informal counseling and encouragement from peers.

For the short run (i.e., the next 5-10 years), SIOP should adopt the existing ethics code of the American Psychological Association (APA, 1992), and possibly also the ethics code of the American Statistical Association (ASA, 1989). A simple one-page statement endorsing the principles of one or both of these two ethics codes for educational purposes only, with no enforcement, would probably be enough. For the long run, SIOP should develop its own ethics code, specifically tailored to the needs of industrial and organizational psychology, to ensure that all relevant topics were covered and that the needs and interests of SIOP members were properly addressed. SIOP developed its testing *Principles* (1987) to supplement the AER/APA/NCME testing *Standards* (1985) for much the same reason.

Is There a Need?

There have been relatively few ethics complaints against I/O psychologists under the APA ethics code, but that does not mean that there should be no ethics code for I/O psychologists. The kinds of people who are most likely to file an ethics complaint against an I/O psychologist (i.e., business executives

and government officials) have probably never even heard about the APA ethics code, and those who have heard about it have probably learned not to waste their time filing a complaint. They just call their lawyer.

SIOP is the major national organization for the profession of industrial and organizational psychology. However, as an independent corporation, SIOP has neither developed nor adopted an ethics code for its members. To be a member of SIOP, one must first be a member either of (1) APA, which has an ethics code, or (2) the American Psychological Society (APS), which has *no* ethics code. Thus, SIOP takes no official position on ethical conduct, and membership in SIOP does not imply or reflect any particular aspiration or concern with regard to professional ethics.

Some members may take comfort in the fact that SIOP has no ethical standards, but I do not. An ethics code is one of the traditional requirements for an organization to be recognized as a true "professional association" which promotes human welfare through responsible professional conduct. If SIOP has no concern for responsible professional conduct, it should call itself a "trade association" or "special interest group," rather than a "professional association." It is deceptive for an organization to imply that it is a professional association when, in fact, it is not. Moreover, I believe that SIOP's lack of an ethics code is one of the reasons why SIOP and our profession have low credibility and respect in the eyes of many business executives and government officials.

Who Will Enforce the SIOP Ethics Code?

I agree that enforcement is costly and ineffective. That is why I favor an educational type of ethics code, with no enforcement, which would create no great liability or administrative burden for SIOP. The ASA ethics code that I submitted to **TIP** as part of my 1993 article is an educational type of ethics code. Unfortunately, **TIP** decided not to print the entire ASA ethics code but only the technical guidelines section, leaving out information about the educational nature of the code and the operations of the ASA Committee on Professional Ethics.

Who Will Pay?

I agree that the cost of developing a new ethics code can be expensive, especially the way that APA does it. SIOP is not as large or as complex as APA. Therefore, SIOP should be able to do the job for much less cost, particularly if the code is strictly for educational purposes. The short-run cost to SIOP of adopting the existing APA ethics code, or both APA and ASA ethics codes, minus APA's enforcement provisions, would be very low because most of the work is already done. Existing committees would merely have to draft a statement of endorsement for review by SIOP's legal counsel and the SIOP membership.

The long-run cost of developing an entirely new SIOP ethics code would be more, but the cost could be minimized if the development of the new ethics code were combined with a regular update of the SIOP *Principles* and sold in a joint publication with the *Principles* to offset some of the development costs. If SIOP later decided that it had no funds to develop its own ethics code, it could simply maintain its endorsement of the APA ethics code forevermore.

Why Not Use What We've Got?

There is nothing "wrong" with the APA ethics code. That is why I urge SIOP to adopt it as its own ethics code. A revised ethics casebook would be educational but would not provide the breadth of coverage, authority, or symbolic value of a comprehensive ethics code. SIOP already has an ethics casebook but no ethics code. If SIOP can afford to revise its ethics casebook *and* adopt the APA ethics code, that would obviously be the best way to go. But if resources are limited, SIOP would gain more by adopting the APA ethics code and not updating SIOP's ethics casebook (at least for now), if a choice had to be made between the ethics casebook and the ethics code. It would also make no sense to revise the SIOP ethics casebook for the purpose of referencing and interpreting the new APA ethics code if SIOP does not endorse the new APA ethics code.

References

- American Education Research Association, American Psychological Association, and National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.
- American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.
- American Statistical Association. (1989). *Ethical guidelines for statistical practice*. Alexandria, VA: Author.
- Lowman, R. L. (Ed.) (1985). *Casebook on ethics and standards for the practice of psychology in organizations*. College Park, MD: Society for Industrial and Organizational Psychology.
- Lowman, R. L. (1993). An ethics code for I/O psychology: For what purpose and at what cost? *The Industrial/Organizational Psychologist*, 31, 90-92.
- Seberhagen, L. W. (1993). An ethics code for statisticians—What next? *The Industrial/Organizational Psychologist*, 30, 71-74.
- Society for Industrial and Organizational Psychology. (1987). *Principles for the validation and use of personnel selection procedures*. (3rd ed.). College Park: Author.

Self-Nominations Form
Standing Committees, 1993-1994
Society for
Industrial and Organizational Psychology
Deadline: December 1, 1993

If you are interested in serving on a standing committee of the Society for the 1993-1994 period, please complete this form (or a copy of it) and mail it to Angelo DeNisi, Chair, Department of Management, Levin Building, Rockefeller Road, Rutgers University, New Brunswick, NJ 08903.

Name: _____
Last First Middle

Mailing Address:

Phone Number: Area Code (____) _____

Job Title: _____

Educational Data:

Highest earned degree: _____ Year granted: _____

Educational Institution: _____

Society Status:

[] Associate [] Member [] Fellow

Committee Preference:

If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most preferred committee assignments. If you wish reappointment to a committee on which you presently serve, please rank that committee as 1. Note, however, that you need not provide these ranks if you are indifferent about committee placement.

_____ Award	_____ Membership
_____ Committee on Committees	_____ Professional Affairs
_____ Continuing Education and	_____ Program (APA meeting)
_____ Workshop	_____ Program (SIOP Conference)
_____ Education and Training	_____ Scientific Affairs
_____ External Affairs	_____ State Affairs
_____ Fellowship (Fellows only)	_____ TIP Newsletter

Prior Society Service:

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

Prior APA Service:

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

Special Interests and/or Qualifications:

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

References:

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

_____ Name	_____ Address
_____ Name	_____ Address

Your Signature: _____

Date: _____

Please mail the completed form (or a copy of it) by December 1, 1993 to:

Angelo DeNisi
Committee on Committees
Society for Industrial and Organizational Psychology
Rutgers University, Department of Management
Rockefeller Road
New Brunswick, NJ 08903



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

Name and Address _____

Telephone No. _____ (Wk) _____ (Hm) _____ (Fax) _____

BITNET Address _____

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

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

EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Master's thesis title _____

Advisor(s) _____

Ph.D. thesis title _____

Advisor(s) _____

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

Title of Publication	Publication	Date

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

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

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

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

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

Date _____

Signature of Applicant _____

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

APPLICATION FOR STUDENT MEMBERSHIP

SOCIETY FOR INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY, INC.

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

Name _____ Date _____

Mailing Address _____

EDUCATIONAL BACKGROUND:

Name of Institution _____

Department _____

Address of Institution _____

Check the degree you are pursuing:

_____ Doctorate _____ Bachelor's level
_____ Master's level _____ Other, specify:

Year you expect degree _____

Check the area of specification:

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

Advisor: _____ Advisor's signature: _____

- Student Affiliate Annual Dues are \$10.00 and include a subscription to *The Industrial-Organizational Psychologist (TIP)* and all other SIOP mailings
- Please enclose a check or money order payable in U.S. currency to: SIOP
- Mail to: SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005

Vantage 2000: Future Orientations

Charmine E. J. Hartel
University of Tulsa

Changing Social Aspects of Employment

The April issue of *Vantage 2000* discussed some of the issues surrounding Clinton's new family leave legislation and asked to hear about your experiences with carrying out such plans. David A. Reichel and his associate Susan Blumenkrantz at Telecommunication/Rockwell International in Newport Beach, CA have set up a plan in response to California's family leave legislation, the federal legislation and their companies own basic human resources philosophy. The state of California requires employers to provide four months of family leave. One goal of the Newport-Rockwell plan is to provide alternatives to formal family leave for employees who are eligible for it. The formal leave is undesirable to the company because it deprives it of the expertise and skill of experienced employees. To the employee, taking unpaid leave may be undesirable because of the loss of income. The Newport site has implemented several innovative alternatives. These include flex-time and provision of full benefits for part-time workers. A third option allows employees to work at home for half the work week and spend the other half in the office. This provides a full paycheck to the employee and the work still gets completed.

The alternatives were made available in January of 1992. To date the experience has been wholly positive. The plan is available to about half of the eleven hundred workers at the Newport Beach facility, the remaining workers being under a negotiated contract. To date only five people have taken advantage of formal family leave, taking leaves ranging from one week to the full four months. Three of these were women and two were men. Two other employees took advantage of the provision to work at home for 20 hours per week instead of taking the formal family leave. With only about 1-1/2 percent of eligible employees taking advantage of these provisions, fears of the legislation creating havoc in the workforce were allayed. David said there has been absolutely no abuse of the provisions.

The reactions to the plan have been positive from both employees and management. Just knowing the plan is available has positive effects on employee attitudes. The plan fosters a general sense of goodwill toward the company. David believes that this is the greatest benefit of the plan and alone would make it worth the cost. However, the motivation for the creation of the alternatives was really to avoid the more costly formal leave. They probably would not have been created solely to improve morale.

The April issue of Vantage 2000 also discussed organizations' and countries' orientations toward the social aspects of employment, such as health care and family issues. I proposed that these orientations formed a continuum ranging from a pure pay-for-work approach to a more holistic approach, where the organization takes comprehensive responsibility for satisfying an employee's work and non-work needs, including health care, education and other welfare needs. The optimal point on this continuum is unlikely to be on either extreme. The penalty from approaching either extreme can be painful. The last Vantage 2000 column presented several statistics suggesting how well Germany (among others) takes care of its employees with respect to paid vacation and holidays, child care, health-care and education. I wondered what the long-term effects of such policies might be. Irene Sasaki of DOW Chemical Company passes on a relevant clipping from the Wall-Street Journal (May 6, 1993). The article reports a variety of problems that the German economy is experiencing partially because of its more holistic orientation relative to competing countries. German companies are complaining that they are having difficulty competing effectively when their German workforce costs more per hour (\$26.23 vs. \$15.49 U.S.), works fewer hours per week (37.6 vs. 40.0 U.S.), and takes longer vacations (30 days per year vs. 12 U.S.) than their competitors. Companies report that they cannot operate their machines as many days per year or as many hours per day as other countries and that this is causing slipping profits.

As a result, manufacturers such as Mercedes-Benz and BMW are beginning to relocate their production facilities to more favorable business climates, including the U.S. (supporting the organization-governmental policy fit hypothesized in January's Vantage 2000). In fact, a survey of German business executives indicated that 61% believed that western German enterprises would relocate production facilities, and that 35% of them were already considering the same themselves. This could further aggravate Germany's already grim (especially since unification) unemployment problem. The German government is trying to backpedal a little on their social worker orientation by trying to reduce the number of legal holidays and even reducing primary and secondary education from 13 to 12 years to get people into the workforce earlier.

Making the Public Sector Rewarding

The public sector is faced with ever-tightening budget constraints. The future portends that the public sector will need to enhance productivity with an ever shrinking slice of the monetary pie. Some managers have invented innovative approaches and solutions to attract quality employees. Alternative reward systems will play an increasingly important role as the public sector falls further behind the competitive opportunities afforded by the private sector. What rewards do public sector employees value? How can rewards be

related to performance? What aspects of performance can be measured in the public sector? What strategic orientations will be necessary to ensure success?

Diversity—in Sexual Orientation

With President Clinton arm-wrestling with the military to lift the ban on homosexuals in the armed forces, the battle might raise questions in the minds of personnel/human resource (P/HR) departments about this kind of diversity in their workforce. If we can take for granted that a percentage of the military is made up of such employees, then it is likely that your own organization contains some number too. This kind of diversity may pose different challenges than the more traditionally talked about gender/racial diversity. One problem facing P/HR departments interested in addressing some of these issues might be the relative "invisibility" of this group. It has become commonplace to request information from employees about gender and race, but not about sexual orientation. Placing such a question on an application or a survey would likely cause under-representation because of the fear of negative repercussions. Vantage 2000 was sent a note decrying the lack of research into this issue. Interestingly, the note was sent anonymously, underscoring the sensitivity of this issue. Is it possible at this time for organizations to collect such information in a sensitive way? What kinds of issues and problems is your organization facing with respect to this issue? Vantage 2000 would like to hear from anyone who has faced or dealt with this issue or has some relevant research to contribute.

This issue can also be framed in a more general context: should family benefits and plans, such as family leave and medical coverage be extended to a more general definition of the family, including both extended family and nontraditional families? The city of Boston did just that when it passed a sweeping ordinance in January 1993 granting full health benefits to city employees' domestic partners and extended families (Labor Briefs, 1993). City Counselor David Scondras hailed its victory, saying "We [are] finally recognizing that families come in many forms." How might the costs and benefits of any such plans be assessed and managed? (*The city of Denver was successfully sued by an employee and former graduate student of our clinical program over a similar issue. The courts upheld her right to take family leave to care for her same-sex partner who was recovering from surgery - ed.*)

Call for Information on Future Orientations

There is much talk about the importance of teams in the future of organizations. I'd be interested in hearing from anyone having anything to do with researching, developing or implementing team appraisal systems. How do we evaluate teams as a whole? Do we want to evaluate individual team members and how do we do so? How do we compensate the team without diminishing the responsibility of the individual?

Many organizations are interested in moving away from traditional compensation systems (e.g., seniority based) to pay-for-performance systems, skill based pay systems or variable pay systems (e.g., gain-sharing). How are P/HR departments managing such a transition? How are you dealing with different sub-workforces within the same organization (e.g., hourly production workers vs. technical/professional workers; union vs. non-union workers)?

Guest Commentary

In the next few decades we'll no doubt continue to see more organization downsizing and other structural adjustments. Dr. Andrea Goldberg, Program Manager of Communications Research at IBM, offers her I/O perspective of these processes and their consequences. Andrea has been conducting focus groups with downsizing survivors and has heard first hand their reactions to the events in IBM. Her commentary follows:

"Organizational Downsizing: Can I/O Psychologists Make a Difference?"
by Andrea S. Goldberg, Ph.D. - IBM

As those who have lived through organizational downsizing know, there are pronounced effects on both the organization and the individuals involved. Organizational cultures that have thrived for decades can suddenly become obsolete and individuals who gave their loyalty without question often feel a sense of betrayal. There is speculation about whether business downturns could have been avoided and employees challenge the competency of the management team that has failed them. For those remaining with the organization, the survivors, keeping one's job often means increased workload and continuing anxiety.

From the outside looking in, it appears that the changes brought about by organizational downsizing are irrevocable and that any implicit contract employees had with their employer will be forever changed. Yet, we still know relatively little about the dynamics of this change and the ability of both organizations and individuals to recuperate. How permanent are the changes? And, what is the nature of the new bond that emerges?

The phenomenon of organizational downsizing is complex, and those who have experienced it first hand recognize that the doom and gloom scenario is only part of the total equation. Surprisingly enough, some good can come out of such organizational trauma. Employees sense of entitlement usually disappears and people who used to find any change to their environment threatening suddenly seem to recognize that flexibility is the key to survival. Those formerly apathetic about industry trends and financial performance may start educating themselves, and a more sophisticated employee population can emerge. And, with employees focusing on their futures and potential external marketability, skill development and self-improvement often become a high priority. These things tend to be beneficial for the individuals as well as the organizations involved.

Why then is so little understood about organizational downsizing that we tend to hear only partial stories? Certainly it is widespread and most likely to continue throughout this century. Perhaps we do not understand it because we have not yet fully studied it sufficiently nor recognized its full complexity. And, perhaps those of us with experiences to share do not have the time, encouragement nor mechanisms available for us to educate our peers.

It is my belief that to truly understand the phenomenon of downsizing, I/O psychologists need to take a more systemic view of the nature of work and the role that it plays in peoples' lives. Individual differences as well as contextual factors, such as company history and external support, impact the adaptation of downsizing survivors. Some researchers, notably Joel Brockner from Columbia and Steve Kozlowski and Georgia Chao from Michigan State, have recognized this and have written about the need for multi-disciplinary approaches and articulated some of the factors involved. They recognize that downsizing is a dynamic process and it is necessary to look at the long term.

Given the view of downsizing I have articulated, it is apparent that there is a need for us to be conducting research in organizations which are changing and measuring things which are difficult to capture. Often the most valuable approach is a qualitative one. Capturing meaningful data which the organization can use to help improve the downsizing process or revitalize surviving employees are frequently objectives of this type of research. The organizations are less interested in methodological purity than in cost, speed and capturing the feelings of the population. Thus, there is a paucity of published field research in this area and much of the published research focuses at the micro level of changes in tasks, manager/employee relationships and reward systems.

This topic is one that is ideally suited for a partnership between practitioners and academics. There needs to be an active give and take of learning and research. We can all learn not only from the I/O literature but from those of other disciplines in psychology (e.g. clinical and social) or from our colleagues in sociology and anthropology. To fully understand how people cope and recover from such pervasive changes, one must depart from the traditional confines of I/O psychology and understand the context in which employees live and work and their very individual responses to the transformation of their working environment.

Yes, I/O psychologists can make a difference. But first we must study the phenomenon in all its complexity. Then we must take our knowledge back to our organizations and our profession. For those of us who have the opportunity to conduct research in downsizing organizations this means getting a "seat at the table" with both our organizational leaders and our peers in academia. Our research may not have the methodological rigor sought by journal editors, but we have a lot to offer and valuable lessons to share. We,

however, are often unsure how to communicate what we have learned to our peers in academia.

For I/O psychologists to make a difference in this often difficult process of organizational downsizing we must be willing to be flexible. We must work together, broaden our perspectives and enlarge our notions of what is acceptable research.

Call for Contributions for Upcoming Columns

Vantage 2000 intends to reflect the issues and problems that its readers are concerned with. If there is anything that you'd like to see some discussion on in this column please drop me a note. View this space as a sort of bulletin board or forum for discussing any matters related to the future practice and research of industrial psychologists. Commentaries (like Andrea's), news of research-in-progress, experience with OD and HR strategies/programs, newspaper clippings, and the like are much appreciated.

Please send any information on these issues along with any items for future topics to me at: **The Department of Psychology, University of Tulsa, Tulsa, OK, 74104-3189; Phone: (918) 631-2248; FAX: (918) 631-2833; Internet: PSY_CH@vax1.utulsa.edu.**

References

- U.S. Labor Briefs. (1993, February 18). Domestic partner rights for Boston City Workers. New York: New York Transfer News Collective, pp. 29-30.
- Benjamin, D. (1993, May 6). Losing its edge: Germany is troubled by how little work its workers are doing. *The Wall Street Journal*, pp. 1, A7.

SIOP CALENDAR

TIP Deadline for January Issue

November 15, 1993

SIOP Conference
Nashville, TN

April 7—April 10, 1994

APA Convention
Los Angeles, CA

August 12—16, 1994

The revised Hogan Personality Inventory (HPI) is NOW HERE!

The HPI is the only personality inventory with all these essential features:

- Designed to predict occupational success
- Developed exclusively on working adults
- Based on Big Five Theory
- Normed on 12,000 working adults
- Validated in over 50 organizations
- Fourth grade reading level
- No adverse impact
- No invasive or intrusive items
- Computerized interpretive reports
- Software for on-site scoring
- Computer or paper and pencil administration
- Scales for these occupational themes —
Service Orientation, Employee Reliability,
Sales Potential, Managerial Potential
- Revised in 1992

The revised HPI is available through



Phone: 918-584-5992 • FAX: 918-749-0635
P. O. Box 52176 • Tulsa, OK 74152

Cultural Diversity . . .

Work and Family . . .

Organizational Commitment . . .

Leadership and Empowerment . . .

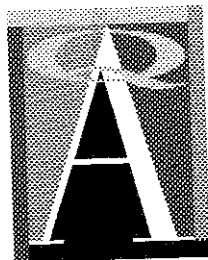


*How do you determine
the impact of these and
other issues on your
organization's effectiveness?*

• • • • •

*The answer is communication. Successful
companies find out what is on the minds of
their employees. These companies listen and
respond to employees to achieve results, which
in turn helps them compete in today's
complicated marketplace. Questar's
Organizational Consulting & Research
Division is set up to help your company with
part or all of this process.*

• • • • •



*Our Questions
Answer Yours™*

Questar Data Systems, Inc.
2905 West Service Road
Eagan, Minnesota, 55121-2199

(612) 688-0089
(612) 688-0546 Fax

APA Files AMICUS Brief in Paws V. University of Washington

Confidentiality of Unfunded Grant Proposals at Issue

Washington—On July 15, 1993, the American Psychological Association (APA) filed an *amicus curiae* ("friend of the court") brief in the case of the Progressive Animal Welfare Society (PAWS) v. The University of Washington before the Supreme Court of the State of Washington supporting the university's position that *unfunded* grant applications should remain confidential. APA's brief was joined by the Washington State Psychological Association.

The case arose when PAWS, an animal rights group, sued the university under the state's public records disclosure statute to obtain access to a grant application for a study to involve monkeys that was submitted to—but not funded by—the National Institutes of Health. The scientists who had submitted the grant application, psychologist Gene P. Sackett, Ph.D., of the University of Washington and veterinarian Linda Cork, DVM, of Johns Hopkins University proposed to examine the relationships between developmental brain abnormalities in monkeys reared in isolation and self-abusing behavior, in an attempt to understand and ultimately treat analogous behavior in children. APA has taken no position on the merits of the grant application.

The state court found partially in favor of PAWS and ordered that the group be granted access to most, but not all of the information contained in the grant application. Both parties sought review by the Washington Supreme Court.

In its brief to the higher court APA, whose membership includes the great majority of psychologists engaged in academic research in the United States, argued that permitting the disclosure of the contents of an unfunded grant application would "(1) compromise the ability to conduct certain research; (2) jeopardize the established intellectual property rights of researchers; and (3) improperly subject scientists who submit applications, and members of scientific review panels, to politically motivated harassment."

The brief also states that APA "recognizes that there is a legitimate public interest in general information about research *that is actually supported* by public funds. However, it believes that the disclosure of a *grant application*—prior to any commitment of public funds—is premature and could be injurious."

"What is at issue—and at stake—here is not just this one grant application or just the interests of psychological science," said APA Executive Director for Science William C. Howell, Ph.D. "How the Supreme Court of the State of Washington rules in this case could seriously affect the initiation, the review, the funding and the reporting of virtually all scientific research to the detriment of all society."

(Full brief available from the APA Public Affairs Office.)



THE CORPORATE TRIBE

Keith D. Wilcock

Behind the oak-paneled boardrooms and underneath the pin-striped suits lurk the same organization principles that ruled the very first social group, the tribe. This book is an evolutionary look at the modern corporation—and how its structure, roles, rituals, pecking orders, and practices correspond to those of ancient tribal societies.

TO ORDER: Send \$10.00 to:
THE WYER-PEARCE PRESS
5145 Weeks Rd.
Excelsior, MN 55331

YOUR NAME _____
ADDRESS _____
CITY _____
STATE _____
ZIP _____



Testing Standards to be Revised by APA, AERA, and NCME

Wayne Camara
APA, Science Directorate

APA, the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME) have agreed to initiate a revision of the *Standards for Educational and Psychological Testing* ("Standards"). Charles Spielberger, Ph.D., Past President of APA and Professor at the University of South Florida and Eva Baker, Ed.D., Co-Director of the National Center for Research on Evaluation, Standards, and Student Teaching and Professor at the University of California at Los Angeles were named Co-Chairs of a sixteen member Joint Committee on the Standards for Educational and Psychological Testing ("Joint Committee").

The Standards are intended to provide a basis for the development, use, and evaluation of tests and assessments. They are widely used by test publishers and test users in a variety of disciplines and have been cited in federal legislation and decisions of the U.S. Supreme Court. The Standards were last revised in 1985 after a five-year effort directed by Mel Novak, Ph.D. The three associations have collaborated on the Standards for over 30 years.

The decision to initiate a revision now was based on the expectation that the project could take three years for completion. The 1985 Standards remain current and applicable to today's assessment, but we realize that expectations and uses of assessment are changing and it is time for a national committee with expertise in assessment to reevaluate them for future applications.

The Joint Committee, comprised of experts in measurement, testing, and applications of assessment from the three associations, was appointed by the Presidents of APA, AERA, and NCME. In addition to the Co-Chairs, the Committee includes: Al Beaton, Boston College; Lloyd Bond, University of North Carolina, Greensboro; Leonard Feldt, University of Iowa; David Goh, Queens College City University of New York; Bert Green, Jr., The Johns Hopkins University; Edward Haertel, Stanford University; Jo-Ida Hansen, Sharon Johnson-Lewis, Detroit Public Schools; Suzanne Lane, University of Pittsburgh; Manfred Meier, University of Minnesota; Pamela Moss, University of Michigan; Esteban Olmedo, California School of Professional Psychology; Diana Pullin, Boston College; and Paul Sackett, University of Minnesota.

The Co-chairs have met on several occasions to develop preliminary plans for the revision process. The full Committee is scheduled to meet in Washington during November. The Committee will solicit input from individuals and groups with expertise in assessment and interest in the

Standards and begin the revision process by defining the scope and level of the project. APA Divisions will be encouraged to identify a monitor or liaison to coordinate formal interactions with the Joint Committee during the revision process.

A separate Management Committee has also been appointed to manage the financial and publication aspects of the project. Frank Farley, (APA), George Madaus, (AERA) and Wendy Yen, (NCME) will serve on this Committee. In addition, APA's Council of Representatives is being asked to appoint an APA ad hoc Committee to represent the association in this collaborate project. The Standards project will be staffed through APA's Science Directorate. Individuals, groups and organizations interested in providing comments or other information can write to the **Wayne Camara, Ph.D.** or **Dianne Schneider** at the **American Psychological Association, 750 First St., N.W., Washington DC 20002.** (Internet APASCI@EMAIL.APA.ORG).

Target Stores Settle Out of Court in Soroka v. Dayton Hudson

Dianne C. Brown, APA Science Directorate

Target Stores, owned by the Dayton Hudson Corporation, has decided to settle out of court in a case that was pending before the California State Supreme Court. The case relates to the use of personality tests for employment selection and California's Privacy Act. Soroka and others who applied for security officer positions with Target Stores objected to the psychological screening they underwent, which was comprised of a combination of two psychological tests, the Minnesota Multiphasic Personality Inventory (MMPI), and the California Personality Inventory (CPI). The plaintiffs charged that certain test items relating to religious beliefs and sexual orientation constituted invasion of privacy, according to California's statute. In October 1991, a California Appeals Court found in favor of the plaintiffs. In February 1992, the California Supreme Court granted review of the case. The lower court's ruling is now vacated.

APA had planned to submit an amicus brief targeted toward educating the courts on appropriate test development and use. A SIOP subcommittee (Wayne F. Cascio, Gerald Barrett, Leaetta Hough, David Kleinke, Frank Landy, Robert Ramos and Mary Tenopyr) developed a paper that was to form the scientific arguments for APA's brief. One of the major issues of the case was that the court's assessment of job relatedness was inappropriate in light of professional and scientific standards and federal regulations that clearly delineate acceptable methods of establishing job relatedness. A portion of the

court's ruling indicated that the particular test items were not related to job performance. Traditionally, tests are not validated at the item level and APA was concerned that the court's reasoning could be literally construed this way. Industrial psychologists feared that the case would also set a precedent for the court to determine test validity through a subjective review of content of individual test items.

Even though the case has settled out of court, there is some question about whether these issues have left us. A California statute (Assembly Bill No. 2601) which is designed to prohibit discrimination on the basis of sexual orientation codifies the Soroka ruling. The issue could arise again in the context of a legal case that is dependent on this California statute, if the Soroka ruling is interpreted to include the assumptions about validating individual test items.



Erratum

The July issue of **TIP** contained **Marv Dunnette's** history of the Applied Psychology program at the University of Minnesota. It should have been noted by **TIP** that this was the final installment on the history of I/O doctoral programs initiated prior to World War II. The series was a project of the SIOP Task Force on History and the Centennial, coordinated by **Edward L. Levine**. The Task Force wishes to thank the efforts of all contributors to the series.

Part-Time Teaching Opportunities

In Industrial/Organizational Psychology

Central Michigan University, with sites in Washington D.C., Ohio, Greater Detroit, Kansas City and other locations around the country, seeks qualified faculty to teach on a part-time, occasional basis in its Master of Science in Administration degree program. Courses offered nights and weekends. Doctorate required plus recent scholarly publication in refereed journals, and professional and teaching experience. Faculty are contracted on a per course base rate plus expenses.

Call 1-800-950-1144, extension 4360.



CENTRAL MICHIGAN UNIVERSITY
® **EXTENDED DEGREE PROGRAMS**

CMU (AA/EO institution) encourages diversity, and resolves to provide equal opportunity regardless of race, sex, disability, sexual orientation, or other irrelevant criteria.

Annual Financial Report of the Society

Ralph A. Alexander—Financial Officer

For the fiscal year ended April 30, 1993 the Society continues to be in excellent financial condition. A comparative financial statement for the past five years appears at the end of this report. As you can see, we are now approaching an annual budget of \$350,000. For 1992-93 we show a net excess of revenue over expenses of \$31,085 bringing total retained assets to \$179,746. Increased attendance at the Annual Conference and Workshops, an increase in advertising revenue and dues income, strong sales (and the attendant royalties) from the Frontiers and Practice Series, and constant cost-containment vigilance from the Executive Committee and committee chairs all contributed to this outcome. The large year-to-year fluctuations in conference and workshop income and meeting and conference expenses reflect the fact that the actual date of our Annual Conference relative to our April 30 year-end closing of the books varies from year to year.

You will recall that your 1992 dues statement was accompanied by a request for voluntary contributions to a fund for the preservation of the Bingham papers. During the year 388 individuals contributed a total of \$6,680 (this amount is recorded as "Other Income" in the financial statement). The Executive Committee had voted to match these contributions from Society funds up to \$5,000. Our total contributions, then, of \$11,680 shows as a part of "Dues & Donations" expenses.

SIOP COMPARATIVE FINANCIAL STATEMENT

	Fiscal Year Ended April 30, 1993				
	1992-93	1991-92	1990-91	1989-90	1988-89
REVENUE					
Dues & Assessments	92,928	82,725	89,085	72,623	52,722
Interest	5,293	3,553	2,836	2,386	5,624
Advertising	23,500	11,825	10,980	9,728	11,635
Subscriptions	2,835	3,439	3,847	697	3,808
Sales	6,298	4,087	11,383	5,790	3,960
Royalties	8,204	9,028	4,446	4,622	1,457
Conferences	92,267	55,340	73,740	35,325	51,247
Workshops	107,924	93,157	37,602	54,006	76,380
Other Income	9,831	1,500	200	505	127
TOTAL REVENUE	349,080	264,654	284,119	185,682	205,960
EXPENSE					
Meetings & Conferences	136,211	63,742	104,239	67,931	77,437
Administrative & Clerical	28,490	23,993	25,611	20,113	10,474
Printing, Mailing & Supplies	80,398	43,091	65,359	48,581	62,446
Travel	44,657	37,397	62,456	40,072	36,249
Awards & Honoraria	13,300	19,400	11,953	10,603	15,369
Dues & Donations	12,444	950	950	400	650
Professional Fees	908	1,854	5,865	0	32
Other Expenses	1,587	0	1,800	54	149
TOTAL EXPENSE	317,995	190,427	278,233	187,754	202,806
NET EXCESS (DEFICIT)	31,085	74,227	5,886	(2,072)	3,154
TOTAL ASSETS	179,746	148,661	74,434	66,548	70,620



Journal of Occupational and Organizational Psychology	
(formerly Journal of Occupational Psychology)	
Contents of Volume 66, Part 2, June 1993	
Session impact in Stress Management Training — S. Reynolds, E. Taylor & D. A. Shapiro	
Dashed hopes: Organizational determinants and personal perceptions of managerial careers — P. Herriot, G. Gibson, C. Pemberton & R. Pinder	
Testing the relationship of locus of control to different performance dimensions — G. Blau	
Explaining pay forms for strategic employee groups in organizations: A resource dependence perspective — D. B. Balkin & B. D. Bannister	
Occupational stress, life stress and mental health among dentists — M. R. DiMatteo, D. A. Shugars & R. D. Hays	
Fuzzy sets and personnel selection: Discussion and an application — G. M. Alliger, S. L. Feinzig & E. A. Janak	
Construct validity of the Miner Sentence Completion Scale — K. P. Carson & D. J. Gilliard	
Change and stability in employment commitment — M. A. Banks & P. Henry	
A test of the relationship between affective and continuance commitment using non-recursive models — M. J. Somers	
The Journal of Occupational and Organizational Psychology (ISSN 0963-1798) is published four times a year and edited by Dr Michael West (University of Sheffield). The price of volume 66 (1993) is £84.00 (US\$164.00).	
Members and Foreign Affiliates of the Society and individual members of APA and other selected societies are entitled to purchase journals at preferential rates.	
Subscriptions and inquiries to	
The British Psychological Society	
The Distribution Centre, Blackhorse Road, Letchworth, Herts. SG6 1HN, UK.	



A REPORT ON THE FRONTIERS SERIES

Irwin L. Goldstein

As the members know, one of the objectives of SIOP according to its bylaws is to "advance the scientific status of the field." In 1982, **Richard Campbell**, then President of SIOP asked **Raymond Katzell** to assume the chair of the Committee on Scientific Affairs with the express charge of intensifying the Society's pursuit of that objective. One result of these efforts was a plan to publish a series of volumes, each dealing with a single topic considered to be of major contemporary significance in terms of presenting cutting edge theory and research. The Society wisely chose Raymond Katzell to serve as the first series editor and under his wide guidance, the series prospered. After the completion of Ray's term, I was chosen series editor and I have now completed my term of five years in that position. I thought it might be useful to present some information about the series. Under Ray's guidance, the following volumes were published:

Career Development in Organizations edited by Douglas T. Hall (1986).

Productivity in Organizations edited by John P. Campbell and Richard J. Campbell (1988).

Training and Development in Organizations edited by Irwin L. Goldstein (1989).

Since I became series editor, five more volumes have either appeared or are in preparation. They are:

Organizational Climate and Culture edited by Benjamin Schneider (1990).

Work, Families and Organizations edited by Sheldon Zedeck (1991)

Personnel Selection in Organizations edited by Neal Schmitt and Walter C. Borman (1993).

Teams in Organizations edited by Richard A. Guzzo and Eduardo Salas (forthcoming in 1994).

The Changing Nature of Work edited by Ann Howard (forthcoming in 1995).

The series has enjoyed many fine reviews and we hope that you have found the volumes to be useful in pursuing both the research and practice agenda. Certainly, from the point of view of sales, the series has been widely accepted. As of this year, the sales of the volumes has been as follows:

Editor	Total Volumes Sold
Hall (1986).....	7591
Campbell & Campbell (1988)	3693
Goldstein (1989).....	4474

Schneider (1990).....	2914
Zedeck (1992).....	1176
Schmitt & Borman (1993)	873

Thus, as of this year, the *Frontiers Series* has sold over 20,000 volumes. While the Executive Committee of SIOP did not conceive of the idea of having a series based upon it being a money maker for SIOP, the sales results have none the less been very pleasing. Royalties to SIOP in 1991 and 1992 were over \$6000 per year and this year we reached the highest total ever, \$7023 in royalties. Much is owed to the many members of SIOP who have both contributed to the volumes and have supported the volumes by purchasing copies. Personally, I wish to express a debt of gratitude to the fine scholars who have been willing to contribute their expertise and scholarship both as editors of volumes and as contributors to each of the volumes. Also, much appreciation is owed to the many persons who have served on the series editorial board over the past years. In closing, I am delighted to inform you that the next editor of the series is **Shelly Zedeck**. I know that he will look forward to continuing to receive the ideas and help that you have offered to me in making the series an important contribution for all of us. My sincere thanks to all.

The Student Network

Kerry A. Burgess
University of Central Florida

As you may recall, the previous issue of **TIP** featured a student survey asking for input regarding issues thought to affect students. While the results will not be ready until the next issue of **TIP**, the response thus far has been great. It's nice to know that this network is receiving such positive feedback. My sincere thanks to all of those who have responded.

In the interim of receiving surveys, I contacted Stan Gully, a Ph.D. student from Michigan State University, and asked if he would like to write a column addressing suggestions for writing theses/dissertations. Stan is currently in the "heat of battle" in making final revisions on his thesis, so I thought he might have some good advice. He agreed, and the following are his tips (some should perhaps be taken more lightly than others).

Surviving the Thesis/Dissertation Process

Stanley Gully
Michigan State University

Thesis and dissertation research is probably unlike anything you have experienced in the past. You have to be prepared to justify or support nearly everything you say or do in completing it, it is primarily your own responsibility, and you have to complete it—regardless of outside demands on your time and attention. I asked some of my classmates what they wished they had known or done differently in completing their theses/dissertations. The following are some of their responses:

"I wish I had been more clear in my thinking."

"I wish I hadn't made it so complicated."

"I would have back-up plans for the times that things went wrong."

"I wouldn't have bitten off so much—I would have had only a few key variables and hypotheses."

I have a few suggestions to add based upon my own experiences. These tips are organized in chronological order. As a forewarning, I'm a little tired (from doing my thesis) and my brain is left a little punchy. Thus, you will find that some of the tips are not all that serious. Here they are:

1. Start early. Pick a potential thesis topic. Put some quality time, thought and effort into this decision so that you can get a jump on things. Be as specific as possible.

2. Research the topic area. If you think you have sound ideas, bounce them off of others, especially those who know something about the topic.
3. Formulate a research question. This should only be one reasonably simple sentence. Implicit in your question should reside your hypothesis (or hypotheses). While formulating this question, ask yourself how unique or important it is and how the answers to the question will advance the field. Keep notes on answers to these questions as they will be useful when you write your introduction and discussion sections.
— At this point, you should pick your thesis/dissertation chair and committee members. Discuss your research questions and hypotheses with your chair.
4. Identify and determine the measurement tools of the constructs relevant to the research question. This includes both independent and dependent variables of interest. As you define your constructs, you will also have to identify your study design. Consider generalizability issues, threats to your design, and difficulty of implementation. Also, decide what sample you should use. How will you contact people in your sample? How long will it take to collect data?
— Discuss the aforementioned issues, along with construct manipulation and measurement issues, with your chair.
5. Review what you have done thus far. How many variables do you have? How complicated is the design? How will you collect the data? How long will it take? What about the sample characteristics and accessibility? Is your basic design well founded? Can you support the use of your measures and manipulations? How will you analyze the data? Be sure to discuss each of these issues with your chair. Remember, it will probably take more effort and time than you have planned.
— If you think your design is complicated, it probably is. Simplify it. Every variable you add increases your workload dramatically (e.g., justifications, inclusions in table).
6. You are now ready to begin the next stage—writing the proposal. Plan on major headaches if you don't have access to a word processor.
— Write an outline for your introduction. This will help you to organize your thoughts. If you can, have your chair review your outline.
— When your outline is completed/approved, begin writing. Write like a banshee! Keep writing! Save your work as you write. You may want to save it periodically on a second disk or perhaps even a third (if you're really neurotic).
— Have your chair read the introduction as soon as you have finished it.
— Follow the same steps for your method section. When your chair approves your method section, talk with your committee members about scheduling your (gulp!) proposal defense.

7. In preparation for your defense, review your proposal. Look for holes in your logic, flaws in your design, questions about your character. Ask yourself questions like, "why am I doing this study?", "what if the findings are exactly the opposite to those I predict?", and "where's my mother?"
— Pass out copies of your proposal at least 2 weeks before your defense. Contact your committee members prior to your defense for their feedback. Some of the less sadistic ones may even tell you what they intend to ask you during your defense.
— For your defense, make sure you are organized. Prepare a short presentation to describe the nature and purpose of the study. Prepare notes for yourself, if need be.
8. After the proposal passes with flying colors (ha!), begin conducting the research. Pay attention to detail. Have back-up plans. Remember, if things can go wrong, they probably will.
9. Analyze your data. Write notes, create tables, write sections of the results as you perform the analyses. Use your stated hypotheses to guide your analyses. Ask your committee members to help with interpretation if necessary.
— Save your data and program files regularly, and keep back-up copies.
— If faced with non-significant results, reflect on the unfairness of life. Then, try to determine why this occurred.
— Discuss your analyses and findings with your chair and committee members as you complete major sections of your results.
10. Write an outline for your discussion. Show it to your chair. When approved, begin to write the discussion using the same steps as those used for the introduction and method section. Have your chair provide feedback.
11. Plan for your final defense (I'm going to take four Valium in preparation, prepare your dose accordingly).
— Be organized. Prepare a short presentation on what you have done and found, as well as the implications for research and organizational applications.
— Answer questions directed at you with "you are absolutely right, future research should address this issue," and "I never thought of that, but I'm not testing that theory." If all else fails, "huh?" is worth a try.
— Do cartwheels when it is all over. Plan to party for a week.
12. Cancel the party when you realize you have to revise your thesis per your committee's feedback. Revise your thesis, and then turn it in. Remember to save money or rob a bank to pay for copying and printing costs.

13. The end. Celebrate after you turn in the final accepted product. You will have learned many lessons about doing a thesis/dissertation and you will want to write a column telling everyone about the things you wish you had done or known while going through this. Quell this urge.

SIOP-APS Connection

Lee Herring
American Psychological Society



AMERICAN
PSYCHOLOGICAL
SOCIETY

The Changing Nature of Work contains a prescription for basic and applied research intended to address the nation's ills in relation to worker and organizational productivity. This latest publication—stemming from the APS-coordinated Human Capital Initiative (HCI)—is one of several efforts APS has initiated to help inform national leaders about how results obtained from psychology should be used in setting national policies and a research agenda. As you read this, *The Changing Nature of Work*, is coming off press as a special issue of the APS OBSERVER newsletter's *Employment Bulletin* (October 1993). (This is the first of at least six topical documents that will be produced as direct products of the HCI.)

Over 40 organizations (including SIOP) met last fall to develop a national research agenda in the area of worker productivity. The resulting "Productivity in the Workplace" initiative is embodied in *The Changing Nature of Work* publication. A fundamental aspect of APS's mission is to promote psychological research to influence vital national policy areas. Consistent with that, a primary objective of the HCI effort is to focus the nation's psychological research community—like never before—on incorporating the discipline's scientific resources into the solution of national problems. In addition, the HCI effort is designed specifically to help secure the requisite federal and private support for basic and applied research that is needed in order for psychology to make a contribution to the solution of these ills. *The Changing Nature of Work* document and future topical HCI documents will serve as tangible ammunition in the fight to promote psychological research to this purpose.

Very briefly, *The Changing Nature of Work* analyzes key factors in the American work scene, companies, and workers. Realizing that a strengthening of the skills and capacities of America's "human capital" is the key to assuring the future economic security of American companies and workers, the document's authors review the fundamental areas needing research: Making people and technology work well together; building organizations in which people will produce their best work; training and retraining productive workers; adapting the workplace to an increasingly diverse workforce; and analyzing the health effects of work.

SIOP member Milton D. Hakel serves as the Chair for the HCI Coordinating Committee which coordinated the development and publication of this document. The Coordinating Committee also is overseeing the development of national research agendas in five other national priority areas: aging, drug abuse, literacy, mental health, and violence.

Other News. SIOP member Paul W. Thayer of North Carolina State University has been appointed APS Treasurer. Paul has served as APS Finance Committee Chair for several years. SIOP member Robert M. Guion of Bowling Green State University has been appointed as a co-chair of the 1994 APS Convention Program. The 1994 convention will be held in Washington, DC, on June 29-July 1. Bob is a Charter Fellow of APS.

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.**



AMERICAN PSYCHOLOGICAL SOCIETY	Tel: 202/783-2077
1010 VERMONT AVE., NW	FAX: 202/783-2083
SUITE 1100	BITNET: LHERRING@APS
WASHINGTON, DC 20005-4907	INTERNET:
LHERRING@BITNIC.EDUCOM.EDU	

The APS OBSERVER Employment Bulletin

Is THE Answer to Your Job Recruitment Needs
(at \$5.00 per line of text; 34 characters on a line)

APS: It's reinforcing psychologists who join.



Manuscripts, news items, or other
submissions to **TIP** should be sent to:

Kurt Kraiger
Department of Psychology
University of Colorado at Denver
Campus Box 173
P.O. Box 173364
Denver, CO 80217-3364

Phone: 303-556-2965
FAX: 303-556-3520



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) 606-1366, or FAX entries to (202) 606-1399).**

- Sept. 21-24 Fourth Annual International Self-Managed Work Teams Conference. Interdisciplinary Center for the Study of Work Teams, University of Texas, Denton. Contact: (817) 565-3096.
- Oct. 3-7 International Personnel Management Association. International Training Conference. Chicago, IL. Contact: IPMA, (703) 549-7100.
- Oct. 4-5 Institute of Industrial Engineers. Seminar on "Implementing Team-Based Continuous Improvement in Manufacturing Organizations." Philadelphia, PA. Contact: IIE, (404) 449-0460.
- Oct. 7-8 Institute of Industrial Engineers. Seminar on "Applying Work Measurement in Today's Organizations." Philadelphia, PA. Contact: IIE, (404) 449-0460.
- Oct. 11-15 Annual Conference of the Human Factors Society. Seattle, WA. Contact: The Human Factors Society, (310) 394-1811.
- Oct. 21-22 Personnel Testing Council/Southern California. Fall conference. Newport Beach, CA. Contact: David Friedland, (310) 553-6195.
- Nov. 3-6 Annual Convention of the American Evaluation Association. Dallas, TX. Contact: John McLaughlin, (804) 225-2089.
- Nov. 15-17 Annual Conference of the Military Testing Association. Williamsburg, VA. Contact: Richard Lanterman, (202) 267-2986.
- Dec. 9-10 PAQ Services. Job Analyst training on "The Position Analysis Questionnaire," Logan, UT. Contact: Connie Mecham, PAQ Services, (801) 752-5698.

1994

- April 4-8 Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, (202) 223-9458.

- April 7-10 Ninth Annual Conference of the Society of Industrial and Organizational Psychology. Nashville, TN. Contact: (708) 640-0068.
- June 26-29 Annual Conference of the Society for Human Resource Management. St. Louis, MO. Contact: SHRM (703) 548-3440.
- June 26-30 Annual Conference of the International Personnel Management Association Assessment Council. Charleston, SC. Contact: IPMA (703) 549-7100.
- June 29-July 1 Annual Convention of the American Psychological Society. Washington, DC. Contact: APS (202) 783-2077.
- July 5-8 Fourth Conference on International Human Resource Management, Gold Coast, Australia. Contact: M. Kavanagh, SUNY Albany FAX (518) 442-3944 or in Australia, Cynthia Fisher, 61-75951111.
- July 10-13 Third Western Academy of Management International Conference. "Regional and Global Dynamics." Contact (USA): Bruce Drake, (503) 283-7224. Brisbane, Australia.
- 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.
- 1995**
- May 18-21 Tenth Annual Conference of the Society of Industrial and Organizational Psychology. Orlando, FL. Contact: (708) 640-0068.
- 1996**
- April 25-28 Eleventh Annual Conference of the Society of Industrial and Organizational Psychology. San Diego, CA. Contact: (708) 640-0068.



Calls and Announcements

Call for Suggestions Committee on the History of SIOP and I/O Psychology Frank J. Landy

The Executive Committee has requested that a feasibility study be conducted by an ad hoc committee on the role of history in the functioning of the Society. The committee members are Jim Austin (Ohio State), Mike Gordon (Rutgers), Laura Köppes (University of Wisconsin at Oshkosh), Paul Thayer (North Carolina State University) and is chaired by Frank Landy (Penn State).

The charge of the committee is to consider the possibility of forming a standing history committee, the appointment of an archivist, historical services performed for members, etc. We are to consider costs as well as possible benefits and are to report back to the Executive Committee with any recommendations by the mid-year meeting.

Our initial activities include the following:

1. Contact other societies with history committees, archivists, etc.
2. Consider the parameters of a history of Division 14 and SIOP
3. Determine the format for collecting presidential autobiographies and updating them
4. Explore potential archive sites
5. Contact members of SIOP with historical interests for suggestions
6. Estimate volume and type of archival material
7. Consider developing a resource document/instrument for use of members conducting historical research
8. Consider procedural issues associated with developing an oral/video history library
9. Consider the value of an historical speaker's bureau

We would welcome any suggestions for conducting our feasibility study. If you have any thoughts on any of the issues above or any that have not been mentioned that you feel may be relevant, send them to Frank Landy at the following address: **Frank J. Landy, Center for Applied Behavioral Sciences, 207 Research Building D, The Pennsylvania State University, University Park, PA 16802 (814) 865-3309 (FAX) FJL@PSUVM (Bitnet)**

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

Janet L. Barnes-Farrell
University of Connecticut

Debra A. Major
Old Dominion University

The Ninth Annual Industrial/Organizational Psychology Doctoral Consortium will be held on **Thursday, April 7, 1994**, the day before the SIOP Annual Conference. The consortium will be held in the Opryland Hotel in Nashville, the same site as the SIOP conference.

The consortium is designed for upper level graduate students. Most participants will be third and fourth year graduate students in I/O Psychology and OB doctoral programs.

The 1994 Consortium program is currently being finalized. It will include an impressive group of speakers selected on the basis of their exemplary contributions to the field and their ability to represent unique perspectives. Speakers will include representatives from a variety of settings, including consulting organizations, industry, and psychology and management departments.

The consortium will include breakfast (followed by a speaker), two concurrent morning sessions, lunch (followed by speakers), two concurrent afternoon sessions, and conclude with a panel discussion focusing on career development. There is a fee to participants of \$25, which includes breakfast, lunch and refreshments.

Each Ph.D. program should receive information by January, 1994 concerning registration procedures for the consortium. Please note that enrollment is limited to 40 students. We encourage you to apply as soon as possible.

If you need additional information or registration materials, please contact: **Debra Major, Old Dominion University, Department of Psychology, 250 Mills Godwin Building, Norfolk, VA 23529 (804) 683-4235.**

CALL FOR PAPERS, SYMPOSIA AND POSTER

**The American Psychological Association
will sponsor a National Conference on**

***PSYCHOLOGY AND WOMEN'S HEALTH:
Creating a Psychosocial Agenda for the 21st Century***

When: May 12-14, 1994

Where: Hyatt Regency Hotel, Capitol Hill, Washington, D.C.

Conference Goal: To highlight the importance of psychosocial and behavioral factors in women's health research, and the implications for treatment, prevention, and health policy.

Major Foci will include:

- (1) Theoretical models/frameworks for conceptualizing women's health
- (2) Issues in research methodology, measurement and evaluation
- (3) New research on psychosocial and behavioral factors in women's health
- (4) Implications of psychological factors in treatment, health policy, and interventions
- (5) Special issues of underserved populations (e.g. ethnic minorities, the poor, women with disabilities)

Content Areas of Interest include:

- Sociocultural influences on health
- Behavioral and psychosocial risk factors
- Behavioral and psychosocial factors in health promotion
- Coping, resilience, health and illness

Deadline for receipt of abstracts (800-1000 words) is October 4, 1993. Send abstracts to: **Gwendolyn Puryear Keita, Ph.D., American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242, (202) 336-6044 (202) 336-6040 (FAX).**

Organisation Socialisation Research

The Human Resource Management Group, as part of the Work and Organisation Psychology Programme at the Department of Psychology, University of Nottingham, is beginning a research programme into organisation socialisation job entry and induction training. We are keen to network with researchers active or interested in this field and would welcome any contacts from colleagues in Europe who are actively engaged in the broad area of socialisation research. Please make initial contact with: **Dr. Neil**

Anderson, Human Resource Management Group, Work and Organisation Psychology Programme, Department of Psychology, University of Nottingham, University Park, Nottingham, NG7 2RD, U.K.; telephone: +44 (0) 602 515281, fax: +44 (0) 602 515324

BEA Seeks Members for Task Force on Technologies in Education for the 21st Century

The Board of Educational Affairs (BEA) of the American Psychological Association is seeking nominees for the Task Force on Technologies in Education for the 21st Century. The proposed mission of the Task Force is to identify, plan for, and meet the critical needs of psychology educators at all levels as they relate to new and emerging technologies. Task force members will work cooperatively with vendors, publishers, psychologists with model programs, and related organizations to investigate the application of emerging technologies to education. The end product will be resources (written, electronic, video, or other format) to help psychology instructors select and use new technologies for teaching that are specific to curricular needs. Charles Brewer, Ph.D. and Diane Halpern, Ph.D., members of BEA, will co-chair the Task Force and will select Task Force members. Inquiries about the Task Force should be directed to **Charles L. Brewer, Ph.D., Psychology Department, Furman University, Greenville, SC 29613, (803) 294-3216** or **Diane F. Halpern, Ph.D., Psychology Department, California State University, 5500 University Pkwy, San Bernardino, CA 92407-2318, (714) 880-5578**. Nominations for membership should be submitted by Nov. 1 to **Rick Jay Short, Ph.D., Assistant Executive Director for Education, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242, (202) 336-5957**.

Desperately Seeking Personnel Psych

Ed Fleishman has the complete set of *Personnel Psychology* since Volume 1, 1948, except for the four issues in 1962 (Volume 15). He would like to purchase these issues from anyone willing to send them to him. Please contact him at **Department of Psychology, George Mason University, Fairfax, VA 22030-4444 (703/993-1356)**.

THE 1995 IO/OB GRADUATE STUDENT CONFERENCE

WORKPLACE 2000: SUCCESS IN A CHANGING ENVIRONMENT

The Industrial/Organizational Psychology and Organizational Behavior graduate students at the Colorado State University, University of Colorado—Boulder, and University of Colorado—Denver are pleased to announce that the 1995 IO/OB Graduate Student Conference will be held in Denver, Colorado. The Conference will be held at the Executive Tower Inn in downtown Denver from March 17-19, 1995. For more information about the Conference, please call the **Center for Applied Psychology at the University of Colorado—Denver at (303) 556-2603 or (303) 556-3520 (FAX)**. You may also contact us by sending E-mail to: **"EROGAN@cudnvr.denver.colorado.edu"** or **"TVALASKI@cudnvr.denver.colorado.edu"**

For reservation information, you can contact the Executive Tower Inn at: **1-800-525-6651 OR (303) 825-4301 (FAX)**

New Personal Relationships Journal Launched

The International Society for the Study of Personal Relationships (ISSPR) is pleased to announce the launching of its publication, *Personal Relationships*. Starting in 1994, this journal will be published quarterly by Cambridge University Press. Dr. Patricia Noller, Reader in Psychology at the University of Queensland (St. Lucia, Queensland 4067 Australia) has been selected as the first Editor. Effective immediately, all scholars concerned with close relationships are hereby invited to submit manuscripts (4 copies in APA style) for publication. Preliminary submission of abstracts via Fax (61007 36 54466) or E-mail (pn@psych.psy.uq.oz.au) is encouraged as it can reduce the time it will take to review contributions.

Personal Relationships (PR) was born out of the desire of the membership of the ISSPR to promote multidisciplinary scholarship on personal relationships. *Personal Relationships* will publish empirical research, review articles, descriptions of new research methods, debates over theoretical or empirical issues, and lead articles followed by commentaries.

Individuals wishing to join or learn more about the International Society for the Study of Personal Relationships, may contact the **Society's Secretary-Treasurer, Dr. Catherine Surra, Department of Child Development and Family Relationships, 101 Gearing Hall, University of Texas, Austin, Texas 78712-1097**.

APA CONGRESSIONAL FELLOWSHIP PROGRAM

APA invites applications for its 1994-95 Congressional Fellowship Program. The program will sponsor three psychologists, including one Senior Fellow, to serve as special legislative assistants on the staff of a Member of Congress or Congressional committee. Activities may include conducting legislative or oversight work, assisting in Congressional hearings and debates, and preparing speeches and briefing materials. Prospective Fellows must demonstrate competence in scientific and/or professional psychology and display sensitivity toward policy issues and a strong interest in applying psychological knowledge to national issues.

Qualifications: APA Member (or applicant for membership) and doctorate in psychology, with a minimum of two years post-doctoral experience preferred. Applicants for the Senior Fellowship must have a minimum of 10 years of post-doctoral experience.

Terms: One year appointment beginning September 1, 1994. Stipend of \$36,000 (\$46,000 for Senior Fellow) plus \$2,500 for relocation to Washington, D.C. area and travel expenses.

Application Procedure: Interested psychologists should submit a curriculum vitae and a personal statement of 1000 words addressing the applicant's interest in the fellowship and career goals, potential contributions to the legislative process and desired learning from the experience, along with three letters of reference specifically addressing abilities related to the Fellowship.

Application materials should be sent to:

APA Congressional Fellowship Program
Public Policy Office
American Psychological Association
750 First Street, NE
Washington, D.C. 20002-4242
(202) 336-6062

The deadline for receipt of applications is November 15, 1993

APA is an Equal Opportunity Employer

The 23rd International Congress of Applied Psychology will take place in Madrid on July 17-22, 1994. The IAAP includes divisions of Organizational, Psychological Assessment, Environmental, Educational, Clinical & Community, Applied Gerontology, Health, National Development, Economic, Law, and Political Psychology. Invited addresses at the Madrid meeting will include Irwin Altman, Bruce Avolio, David Berliner, Fanny Cheung, Hans Eysenck, Hector Fernandez-Alvarez, Fred Fiedler, Robert Glaser, Henry S. R. Kao, Herbert Kelman, W. Fred Van Raaij, Charles

Spielberger, and many others. The deadlines for submission are October 31, 1993 for symposia and November 30, 1993 for papers, posters, and workshops. For a congress brochure or information on membership, contact **Martin M. Chemers, Department of Psychology, Claremont McKenna College, 850 Columbia Ave., Claremont, CA 91711; e-mail: MCHEMERS@CMCVXL.CLAREMONT.EDU.**

International Personnel Management Assessment Council (IPMAAC)

IPMAAC invites submissions for its 1994 Annual Conference June 26-30, 1994 in Charleston, SC.

IPMAAC is a professional section of the International Management Association (IPMA), a non-profit organization comprised of personnel practitioners and researchers in government and private business. IPMAAC is designed to promote technically and legally sound selection and assessment practices. Toward this end, the Council offers opportunities to exchange research and applied experiences and ideas.

IPMAAC members are responsible for the assessment and selection of thousands of individuals a year. As such, they put into practice I/O psychology's theories and research. The membership is knowledgeable about I/O psychology and is interested in new research, experiences, methods, and practices in a variety of ideas, including: selection and personnel assessment, performance evaluation, training, job analysis, data analysis, employment law, and attitude/opinion surveys.

The theme of the 1994 conference is Productivity through People. Previous submission formats have included paper sessions, symposia, panel discussions, workshops, and tutorials. Other, non-traditional formats are encouraged. For further conference information, contact: **Dr. Donna Denning, City of Los Angeles, 700 E. Temple St. Room 320, Los Angeles, CA 90012, (213) 847-9134 or IPMAAC, 1617 Duke Street, Alexandria, VA 22314, (703) 549-7100.**

1994 APA SCIENTIFIC AWARDS PROGRAM: CALL FOR NOMINATIONS

The American Psychological Association (APA) invites nominations for its 1994 awards program. The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to

the understanding or amelioration of important practical problems. The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 1994 program, nominations of persons who received doctoral degrees during and since 1985 are being sought in the areas of applied research/ psychometrics, social/personality, perception/motor performance, and biopsychology/animal learning and behavior.

The Distinguished Scientific Contribution Award was established in 1956; the Distinguished Scientific Contribution Award for the Applications of Psychology was established in 1973; and the Distinguished Scientific Award for Early Career Contribution to Psychology was established in 1974. Each of these awards consist of a citation and a cash prize, which will be presented at the 1994 APA annual convention in Los Angeles, California, August 12-16.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a nomination form, nominee's current vita with list of publications, letter of nomination, up to five representative reprints, and the names and addresses of several scientists who are familiar with the nominee's work. To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, nominee's current vita with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, please contact Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-Mail, SSW.APA@EMAIL.APA.ORG.

The deadline for all award nominations is February 1, 1994.

Announcement of Research Support for the Holland Self-Directed Search™

Psychological Assessment Resources, Inc. is soliciting research proposals for criterion related and other appropriate validity studies for the SDS instruments or assessment tools. Support is available in the form of material, grants, or discounts. Proposals may be submitted at any time. For proposal information contact: **Brenda VanAntwerp, Assistant to the President, Psychological Assessment Resources, Inc. P.O. Box 998, Odessa, FL 33556. (813) 968-3003 FAX: (813) 968-2598.**

METROPOLITAN NEW YORK ASSOCIATION FOR APPLIED PSYCHOLOGY

1993-1994 PROGRAM ANNOUNCEMENT

DATE	TOPIC	SPEAKERS
October 18	The Interplay of Organization and Human Capability	Elliot Jaques, M.D., Ph.D. George Washington University
November 11	Radical Surgery: The Redesign of American Business	Ian Mitroff University of Southern California
December 7	More Models of Performance Ratings: What are the Factors/Cues Raters are Using To Make Performance Judgments?	Walter Dorman, Ph.D. University of South Florida
January 13	The Impact of Employment Laws on Human Resource Practices	Philip B. Rosen, Esq. Martin F. Payson, Esq. Jackson, Lewis, Schmitzler & Krupman
February 2	*Annual Groundhog Day Dinner* Organizational Transformation: Is It Inevitable?	C. K. Prahalad University of Michigan
March	Drama or Trauma: Your Next Ten Years	A Panel Of Experts (METRO Career Event)

NOTE: All meetings will be held at the Grand Hyatt Hotel at 42nd Street and Lexington Avenue, New York City and will begin at **6:00 p.m.** Guest fees—\$25.00 (students—\$15.00). Special arrangements, starting times and fees apply to the February 2, March, and June 14th programs.

OFFICERS

<i>President</i>	<i>Treasurer</i>	<i>Placement Director</i>	<i>Editor, MetroNews</i>
Elizabeth A. Denton	Philip Ferrara	Philip J. Manhardt	Andrew H. Szpekman
<i>Vice President</i>	<i>Secretary</i>	<i>Dir. Community Programs</i>	<i>Dir. of Professional Develop.</i>
Robert F. Silzer	Sarah E. Henry	Karen S. Lyness	John K. Kennedy, Jr.

For Membership information write to: Dr. Sarah E. Henry,
Warner Lambert, 201 Tabor Road, Morris Plains, N.J. 07950.

Founded 1939

Yearly membership dues: \$75.00 (students—\$40.00)

**Call for Papers:
Special Issue on Transfer of Training**

The **Training Research Journal** is accepting submissions for a special issue on transfer of training to be published in the summer or fall of 1995. Manuscripts should be theory or research-based and address the issue of transfer. Appropriate topics include (but are not limited to) the transfer construct (e.g., conceptual/definitional differences between cognitive and I/O psychologists); issues in the learner, learning environment, or transfer environment which affect the transfer process; or methods for predicting or measuring transfer, or methods for assessing the transfer environment.

Manuscripts should be written in APA format and submitted in quadruplicate. Manuscripts must be submitted by **April 30, 1994** to receive consideration for the special issue.

The **Training Research Journal** is a new cross-discipline journal scheduled to debut in late 1994. The objective of the journal is to provide an outlet for researchers from multiple disciplines such as educational technology, I/O psychology, instructional design, and cognitive science. Authors are encouraged to submit manuscripts which are written to such a multi-disciplinary audience.

Manuscripts, requests for Guidelines for Authors, and inquiries should be directed to **Kurt Kraiger, Editor; Department of Psychology, Campus Box 173, University of Colorado at Denver, P.O. Box 173364, Denver, CO 80217-3364.**

Call for Nominations

The Publications and Communications Board has opened nominations for the editorships of **Behavioral Neuroscience**, the **Journal of Experimental Psychology: General**, and the **Journal of Experimental Psychology: Learning, Memory, and Cognition** for the years 1996-2001. Larry R. Squire, Ph.D., Earl Hunt, Ph.D., and Keith Rayner, Ph.D., respectively, are the incumbent editors. Candidates must be members of APA and should be available to start receiving manuscripts in early 1995 to prepare for issues published in 1996. Please note that the P&C Board encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. To nominate candidates, prepare a statement of one page or less in support of each candidate.

- For **Behavioral Neuroscience**, submit nominations to J. Bruce Overmier, Ph.D., Elliott Hall-Psychology, University of Minnesota, 75 East River Road, Minneapolis, MN 55455 or to OVERMIER@VX.CIS.UMN.EDU.
- For the **Journal of Experimental Psychology: General**, submit nominations to Howard E. Egeth, Ph.D., Chair, JEP: General Search,

Department of Psychology, Johns Hopkins University, Charles & 34th Streets, Baltimore, MD 21218, to EGETH@JHUV.M.BITNET, or to FAX number 410-516-4478.

- For the **Journal of Experimental Psychology: Learning, Memory, and Cognition**, submit nominations to Donna M. Gelfand, Ph.D., Dean, Social and Behavioral Science, 205 Osh, University of Utah, Salt Lake City, UT 84112-1102 or to FAX number 801-585-5081.

Names of members of the search committees will be printed in late fall and early winter issues of the journals and in the **APA Monitor**. First review of nominations will begin December 15, 1993.

Search Opens For Editor Of New APA Journal

The Publications and Communications Board has opened nominations for the editorship of a new journal, **Psychological Methods**, for the years 1996-2001. Candidates must be members of APA and should be prepared to start receiving manuscripts early in January of 1995 to prepare for issues published in 1996 and beyond. Please note that the P&C Board encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees. To nominate candidates, prepare a statement of one page or less in support of each candidate. Submit nominations to: **Donald J. Foss, Ph.D., Psychology Department, University of Texas, Austin, TX 78712** or FOSS@PSYVAX.PSY.UTEXAS.EDU.

Psychological Methods will be devoted to the development and dissemination of methods for collecting, understanding, and interpreting psychological data. Its purpose is the dissemination of innovations in research design, measurement, methodology, and statistical analysis to the psychological community; its further purpose is to promote effective communication about related substantive and methodological issues. The audience is diverse and includes those who develop new procedures, those who are responsible for undergraduate and graduate training in design, measurement, and statistics, as well as those who employ those procedures in research. The journal solicits original theoretical, quantitative, empirical, and methodological articles; reviews of important methodological issues; tutorials; articles illustrating innovative applications of new procedures to psychological problems; articles on the teaching of quantitative methods; and reviews of statistical software. Submissions will be judged on their relevance to understanding psychological data, methodological correctness, and accessibility to a wide audience. Where appropriate, submissions should illustrate through concrete example how the procedures described or developed can enhance the quality of psychological research. The journal welcomes submissions that show the relevance to psychology of procedures

developed in other fields. Empirical and theoretical articles on specific tests or test construction should have a broad thrust; otherwise, they may be more appropriate for **Psychological Assessment**.

First review of nominations will begin December 15, 1993.

Call for Papers

An International Conference on Psychodynamic Approaches to Organizational Behavior

We seek papers and workshop proposals for an international conference on Jungian and archetypal approaches to organizational behavior and development, to be held at Creighton University in Omaha, Nebraska, in late May, 1994.

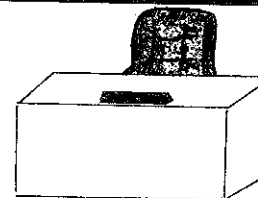
Papers can be applied, empirical, or theoretical in nature. Topics may include any area of Jungian or archetypal psychology, including (but not limited to) typology, climate & and culture, workplace/family issues, workplace spirituality, decision making, and organizational change.

Papers accepted for conference presentation will be considered for publication in a volume devoted to the topic.

This conference is sponsored by Creighton University and Chiron Publications. For consideration, please send two copies of papers or proposals (including detailed outlines) to **Dr. John Hollwitz, Creighton University, Omaha, Nebraska 68178**. [Phone: 402/280-2631; INTERNET: jcholl@parrot.creighton.edu]. Proposals should be submitted before November 12, 1993.

* * * * *

Knowledge Workers in Teams—The 2nd annual theory symposium—University of North Texas—June, 1994. The Center for the Study of Work Teams invites researchers studying work teams to submit major conceptual/theoretical papers. Papers will be published by JAI Press in our new series, **Advances in Interdisciplinary Studies of Work Teams**. Discussants for the papers will be invited from industry to add an applied focus to the academic proceedings. For consideration, send papers by March 1, 1994 to: **Michael Beyerlein, Director, Center for the Study of Work Teams, Department of Psychology, University of North Texas, Denton, TX 76203-3587**.



Positions Available

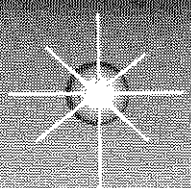
EXPERIMENTAL PSYCHOLOGIST. KRUG Life Sciences Inc., a 25 year Space and Life Sciences Company supporting NASA/Johnson Space Center, invites applications from experimental psychologists interested in investigating the psychological and psychosocial effects of long-term space flight and habitation. Applicants must have a M.S. degree in experimental psychology, industrial/organizational psychology, human factors psychology, or program evaluation, a minimum of two years work experience, and must be able to demonstrate advanced computer skills in database management.

Interested applicants should submit current resume, a list of references, and salary history **INDICATING POSITION #93-K24-01 to KRUG Life Sciences Inc., Human Resources Department, P.O. Box 58827, Houston, Texas 77258-8827**. **EMPLOYMENT ELIGIBILITY VERIFICATION REQUIRED.** E.O.E. M/F/H/V. Smoke-free workplace provided.

CONSULTANT OR PROJECT MANAGER. HRStrategies is a full-range human resources consulting firm with offices in Detroit, 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 experienced Ph.D. or Master's level I-O psychologists who have strong writing, presentation, psychometric and statistical skills. Initial job duties would depend upon previous experience, and would include participation in a range of activities associated with the construction and implementation of selection systems (e.g., test development, test validation, interview construction and training, assessment center design), performance appraisal systems, career developmental programs, compensation programs, and attitude surveys. Advancement potential within the firm is commensurate with performance and ongoing development of skills. Salary competitive. Send resume to: **Dr. John D. Arnold, Senior Vice President, HRStrategies, Inc. P.O. Box 36778, Grosse Pointe, MI 48236**.



Associate Consultants Senior Consultants



Some of the most intriguing firms in the world rely on Hay McBer for integrated Human Resources Planning and Development. Recognized as a premier HR consultancy, and the originator of the concept of competencies, Hay McBer is growing at an unparalleled rate.

We are currently seeking dynamic Associate and Senior Consultants in several offices nationally with immediate opportunities in metro New York, Chicago, and Dallas.

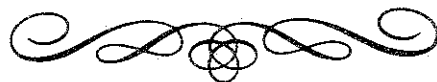
Successful candidates for both positions will be Doctoral-level, license eligible Psychologists (I/O, Clinical), or seasoned Master's-level OD/MD Specialists. Two-seven years of consulting experience and a solid understanding of strategic HR and developmental issues are essential. Superior oral and written communication skills with the ability to develop and sustain strong client relationships are required.

To participate in our challenging growth, please forward your resume (stating geographical preferences) to:

Jeanne McSweeney
Hay McBer
116 Huntington Avenue
Boston, MA 02116

Hay McBer

Hay McBer values diversity in the workplace and is an Equal Opportunity/Affirmative Action Employer.



HUMAN RESOURCES RESEARCH INTERN. BellSouth Corporation, a leader in the telecommunications industry, is currently accepting applications for predoctoral industrial/organizational psychology internships. These position provide an excellent opportunity to conduct applied research, develop human resource programs and gain valuable experience 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 a doctoral program in I/O or a related field 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. Experience 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.**

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 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 5 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: **Daniel V. Lezotte, Ph.D., Vice President, Organizational Effectiveness Consultants, 216 Jefferson Street, Suite 201, Chicago, IL 60661.**

VICE PRESIDENT RESEARCH & DEVELOPMENT. Full-time position is available immediately. A Ph.D. in psychology is required. The successful candidate will have a demonstrated ability to personally develop

and to supervise the development of high quality tests and assessment products in print and software formats in a timely and cost-effective manner. Knowledge of competitive assessment products is desirable. The Director of R&D is responsible for the creation, implementation, and completion of our R&D strategic goals. Plans and manages all operations related to the research, acquisition, development, and successful publication of company products. Supervises and evaluates performance of growing R&D staff. Develops and manages R&D annual budget. Chairs company publications committee. Salary is negotiable and based on experience. Strong incentive program, company profit sharing, and excellent benefits. Send Resume to: **S. G. Seminoff, Exec. V.P., Psychological Assessment Resources, P.O. Box 998, Odessa, FL 33556, or call (813)968-3003.**

VISITING FACULTY POSITION. Tulane University is seeking a visiting professor or lecturer for the Spring semester of 1994. We would particularly like to hear from Industrial/Organizational psychologists who anticipate being on sabbatical leave for the Spring 1994 semester. (Note: Mardi Gras and Jazz Fest take place in the Spring.) Send statement of interest and curriculum vita to: **Michael J. Burke, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Phone: (504) 865-5331. FAX: (504) 862-8744.** Tulane University is an Equal Opportunity/Affirmative Action Employer.

TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, seeks candidates for a tenure-track INDUSTRIAL/ORGANIZATIONAL psychology position at the ASSISTANT PROFESSOR level, beginning in August 1994. The successful applicant will be expected to establish a nationally visible research program in an area of Industrial/Organizational psychology. We would particularly like to hear from candidates who have research and teaching interests in areas of personnel psychology such as training, performance evaluation, and selection. Teaching responsibilities include courses at the undergraduate and graduate level. The successful candidate also will have the opportunity to work closely with doctoral students and faculty in the Freeman School of Business Organizational Behavior program. A letter of application, vita, reprints, and three letters of recommendation should be sent to: **Dr. Michael J. Burke, Chair, I/O Search Committee, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Telephone: (504) 865-5331. Fax: (504) 862-8744.**

Review of applications begins immediately and will continue until the position is filled.

Tulane University is an Equal Opportunity/Affirmative Action Employer.



**POSITIONS AVAILABLE
FOR DOCTORAL AND MASTERS LEVEL
APPLIED PSYCHOLOGISTS / CLINICIANS**

- Are you doing what you want to do?
- Is your job located where you want to live?
- Do you have the opportunity to grow in your present job?
- Are you being compensated according to current market value?

If the answer is NO to any of the above,
give Personal Management Consultants a call.

personal
management
consultants



John T. Johnson, Ph.D. • (615) 638-8071
905 1/2 Tusculum Blvd. • Greeneville, TN 37743

Nationwide placement of psychologists. All specialty areas.
Employer fee paid.



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 January 3, 1994, but new applications will be fully reviewed until the position is filled. Wright State University is an Equal Opportunity/Affirmative Action employer.

ASSISTANT PROFESSOR, tenure-track position in one of three areas: cognitive, developmental, or organizational psychology, beginning August, 1994. A successful applicant in any of the areas must have a Ph.D. and would be expected to teach undergraduate and graduate specialty courses, research methodology and statistics, publish basic or applied research, and have the potential for obtaining grants or contracts. Interest in issues of concern to women and minorities is important because of our departmental emphasis on diversity. We strongly encourage women and minorities to apply. Organizational psychology faculty contribute to training about 20 graduate students, arrange and supervise practicum experience, and collaborate on applied research projects. Faculty cognitive or developmental psychology would be expected to develop a program of research and to collaborate and consult with faculty and students in related areas. Send vita and at least three letters of reference to **James H. Korn, Ph.D., Chairperson, Department of Psychology, Saint Louis University, 221 N. Grand Blvd., St. Louis, MO 63103.** Deadline for applications: November 15, 1993. This Jesuit, Catholic 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, 1994. The University of Michigan is an Equal Opportunity/Affirmative Action Employer.

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

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

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

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

SELECTION AND ASSESSMENT CONSULTANT. Development Dimensions International, a management consulting firm, has an immediate opening for a consultant in its Selection and Assessment Group at its world headquarters in Pittsburgh, PA. The successful candidate will lead the development of computerized video based tests of cognitive ability and motivation, and the development of automated employee assessment systems which will include simulations and interviews. The consultant will also provide sales and marketing support for new automated systems, including product demonstrations.

The position requires an advanced degree in psychology. An in-depth understanding of assessment and testing, experience in multi-media computer applications, and project management skills are desirable. 40% overnight travel will be required. Salary \$55K to \$70K depending upon education and experience. Forward resume to the attention of **Patrick Sullivan, Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15017-2838.**

Personnel Decisions, Inc. (PDI), is a premier human resources and management consulting firm with more than 80 consulting psychologists in offices in Minneapolis, Dallas, Detroit, Houston and New York. In 1993, PDI will build on its growing national and international reputation, as we open offices in Tokyo, Brussels, and Washington, DC. We are a highly professional team focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sectors; our clients range from Fortune 100 companies to small family businesses in virtually all industry groups. We are interested in applicants who can meet the following descriptions:

ORGANIZATIONAL PSYCHOLOGIST—We are seeking an innovative leader to be a key player in running our showcase assessment and development centers. These leading edge programs employ state-of-the-art simulations and combine assessment with developmental coaching of participants. Our programs include unique management and executive centers, offered publicly and in-house. The individual hired will be responsible for managing these programs, training others, building business, and developing new offerings. This person would also provide general consulting around a broad range of HR needs, including the areas of succession management and organizational effectiveness. Successful candidates will have a Ph.D. in I/O, clinical, counseling psychology or a related field, and will be a dynamic, seasoned consultant with a proven track record in management and organizational development, project management, managing in a team environment, and maintaining a client focus. Corporate experience and business knowledge of strategic planning will be valuable assets. This is a Minneapolis-based position.

CONSULTANTS AND SENIOR CONSULTANTS—We have, or will soon have, opportunities at most of our locations for consultants to provide our clients with a broad range of services, including psychological assessments, executive coaching, team building, and participation in management development programs. Qualified candidates will have a M.A. or Ph.D. in counseling, clinical or I/O psychology, with two to five years experience in an applied business setting; skills in assessment and test interpretation, counseling, coaching, and interviewing; excellent written and verbal communication skills; business development and client management capabilities; plus motivation and initiative.

SENIOR TRAINING AND DEVELOPMENT CONSULTANTS—We have immediate openings in our Minneapolis, New York, and Dallas offices for experienced training consultants. These individuals will serve as trainers for current PDI programs; develop and customize new training programs, as needed; and market programs to current and potential clients. Duties will also include leading divisional teams in managing the delivery of training programs and serving as the primary client contact. Qualified candidates must

have five to ten years experience as a stand-up presenter and facilitator for management level groups, teaching management skills with a human relations emphasis. In addition, experience with client management, program design and development, and business development is required. These positions will require moderate to heavy travel.

To apply for these or future opportunities, please send a cover letter, 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 diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

INDUSTRIAL/ORGANIZATIONAL. The Department of Psychology at Northern Illinois University anticipates making two assistant professor level tenure track appointments in Industrial/Organizational psychology for Fall 1994. Research specialty is open. Requirements include the Ph.D. in psychology; evidence of scholarly productivity, commensurate with experience; potential to establish and maintain an independent program of research; and evidence of quality teaching experience/potential. Successful candidates will be expected to supervise dissertations and theses, teach graduate and undergraduate courses in one's specialty area, and serve as role models for Ph.D. students in a department that values research, teaching, and practice. A letter of application, curriculum vita, at least three letters of recommendation, reprints/preprints, and an official transcript of graduate coursework should be sent to: **Dr. Charles Miller, Department of Psychology, Northern Illinois University, DeKalb, IL 60115.** Application deadline is January 1, 1994. AA/EOE.

Manager: The Organizational Research and Consulting Division of Questar is seeking candidates for the position of Manager. This division is a full-service survey research group, recognized for expert consulting, project management and sophisticated technology. Our focus is in program design, data collection, results analysis, interpretation and reporting, and survey feedback and action planning techniques. We specialize in employee opinion, management effectiveness, and special corporate issue surveys. Qualified candidates should be Master's or Ph.D. level in I/O Psychology (preferably) or other social science disciplines. They should have management and survey experience as either an internal or external consultant, along with excellent writing, presentation, psychometric, and statistical skills. Please send your resume to: **Jill Rovner, Questar, 2905 W. Service Rd., St. Paul, MN 55121.**

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The Industrial-Organizational Psychologist (TIP) 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 more than 3500 Society members; the Society's Annual Convention Program is distributed in the spring to the same group. Members receiving both publications include 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 4600 copies per issue.

Advertising may be purchased in TIP and the Annual Convention Program in units as large as two pages and as small as a half-page spread. In addition, "Position Available" ads can be obtained in TIP at a charge of \$75.00 for less than 200 words, and \$90 for less than 300 words. For information or placement of ads, contact: SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005.

ADVERTISING RATES

RATES PER INSERTION

Size of Ad	Number of Insertions	
	One Time	Four or More
Two-page spread	\$450	\$330
One page	\$270	\$200
Half page	\$210	\$165

PLATE SIZES

Size of Ad	Vertical	Horizontal
One page	7-1/4"	4-1/4"
Half page	3-1/4"	4-1/4"

PUBLISHING INFORMATION

SCHEDULE

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The Annual Convention Program is published in March. The closing date is January 15th.

DESIGN AND APPEARANCE

5-1/2" x 8-1/2" booklet, printed by offset on enamel stock. Type is 10 point English Times Roman.

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

EXECUTIVE COMMITTEE

President:
Paul R. Sackett
 Industrial Relations Center
 University of Minnesota
 Management & Economics Building
 271 19th Ave. South
 Minneapolis, MN 55455
 Phone: 612/624-9842
 Fax: 612/624-8360

President-Elect
Walter C. Borman
 Phone: 813/974-2492

Past President
Wayne F. Cascio
 Phone: 303/628-1230

Secretary:
Nancy C. Tippins
 Phone: 703/974-5129

Financial Officer:
Ralph Alexander
 Department of Psychology
 University of Akron
 Akron, OH 44325
 Phone: 216/375-7280

Representatives to APA Council:
James L. Farr (2/93-1/96)
 Phone: 814/863-1734
Walter C. Borman (2/91-1/94)
 Phone: 813/974-2492
Ann Howard (2/91-1/94)
 Phone: 201/894-5289
Vickie V. Vandaveer (2/92-1/95)
 Phone: 713/871-1655

Members-at-Large
Elaine D. Pulakos (1993-96)
 Phone: 703/549-3611
Michael A. Campion (1991-94)
 Phone: 317/494-5909
Susan Palmer (1992-95)
 Phone: 415/396-5678

ADMINISTRATIVE OFFICE

SIOP Administrative Office
William H. Macey
 657 East Golf Road, Suite 309
 Arlington Heights, IL 60005
 Phone: 708/640-0068

COMMITTEE CHAIRS

Awards:
Joan Brannick
 Phone: 813/399-6820

Committee on Committees:
Angelo DeNisi
 Phone: 908/932-5972

Continuing Education and Workshop:
Catherine Higgs
 Phone: 415/324-2761 /260

Education and Training
Jeannette Cleveland
 Phone: 303/491-6808

External Affairs:
Wayne Camara
 Phone: 202/336-6000

Fellowship:
Dick Jeanneret
 Phone: 713/529-3015

Frontiers Series:
Sheldon Zedeck
 Phone: 510/642-7130

Long Range Planning:
Michael A. Campion
 Phone: 317/494-5909

Membership:
William Balzer
 Phone: 419/372-2280

Professional Practice Series:
Douglas W. Bray
 Phone: 201/894-5289

Professional Affairs:
Ronald D. Johnson
 Phone: 703/231-6152

Program:
Jeffrey J. McHenry (SIOP)
 Phone: 206/281-2579
Ann Marie Ryan
 Phone:

Scientific Affairs:
Kevin R. Murphy
 Phone: 303/491-6007

Society Conference:
William H. Macey
 Phone: 708/640-0068

State Affairs:
Jay Thomas
 Phone: 503/281-8060

TIP Newsletter:
Kurt Kraiger
 Phone: 303/556-2965