THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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

THIS IS TIP

A user-friendly guide to this issue of **TIP**

TIP The Industrial-Organizational Psychologist

Vol. 31/ No. 3 January, 1994

FEATURES

DEPARTMENTS

A Message From Your President

Paul R. Sacket

I'd like to tell you about a number of Society activities going on in mid-November as I write this. I've recently returned from a site visit with the Society Conference Committee to the Opryland Hotel in Nashville. I'd never been to the Opryland Hotel before; it's a huge place with quite a less formal feel than the typical convention hotel. The country music theme dominates: portraits, photographs, display cases, and memorabilia are everywhere. While you'll certainly hear more about the conference elsewhere, I wanted to use this column to point out some features of the conference and to express my gratitude to the members of the committee for the enormous amount of work that goes into the conference..

Program chair Jeff McHenry tells me that last year's record high number of submissions has been blown out of the water: we've hit a new record this year! We'll have an outstanding program; the downside is that with a fixed amount of meeting space we'll have to turn down a number of attractive submissions. Cathy Higgs and the Workshop Committee have put together as exciting a set of workshops offerings as I've ever seen. I'm reluctantly resisting the urge to abuse my position and sign up for workshops before anybody else gets a chance. Donna Denning is overseeing our expanding placement operation. On-site registration for placement will be available this year, though we do encourage advance registration to help things run as smoothly as possible. Linda Hoopes is again doing a masterful job chairing conference registration. In Stan Golden, we've got a most helpful local arrangements chair who knows the area inside and out. And I sleep much better at night knowing that Bill Macey is overseeing the entire effort.

We'll have the third annual SIOP 5k Road Race in Nashville. We hope to have the race start and finish right at the hotel, which should make participation easier. Our new race director this year is Kevin Williams. Kevin won the race the last two years, by a margin just about large enough to go back to the hotel, shower, and take a nap before coming back to watch the rest of us finish. So in the finest tradition of American business, we're taking the best performer and making him a manager.

Let me shift gears and talk about some of the highlights of our September Executive Committee meeting. A more complete accounting of the meeting can be found in Nancy Tippins' Executive Committee Highlights column in this issue.

The Executive Committee voted to adopt the APA Ethical Code of Conduct as our code of ethics. Regular readers of **TIP** will recall that there have been discussions of this issue in the last several issues. SIOP had been involved in the 1992 revision of the APA code, and we felt comfortable endorsing it as applicable to our members. We see the purpose of the code as one of offering advice and assistance to members. We view the code as aspirational and do not plan an enforcement mechanism. Also, the 1992 revision of the APA code creates a need for a revision of the Society's Ethics Casebook, and Ron Johnson's Professional Affairs Committee is beginning work on a revision.

SIOP has long been concerned about the issue of licensure. I am concerned that the licensing scene is changing as a result of a U.S. 11th Circuit Court decision that views a title law as a restriction of free speech. States are moving from law restricting the use of the title "psychologist" to laws that restrict specific domains of practice to licensed psychologists. SIOP has argued for exemption from licensure for I/O psychologists providing services to organizations, rather than individuals, and has at the same time argued that I/O psychologists who wish to be licensed should not be prevented from obtaining licensure. Our position does not address what a state board should do if it rejects our argument for exemption, nor does it assist a board in evaluating an I/O psychologist who does wish to seek licensure. As more states move to laws restricting practice, and as more include central components of I/O practice in their definition of practice (e.g. testing and assessment for personnel decisions), I become concerned about the viability of our current position on licensure. Based on extensive discussions with the Long-Range Planning and Executive Committee I am in the process of appointing a task force to review the changing licensure scene and to consider possible responses that the Society could make.

Moving to the public policy front, the last two issues of **TIP** have contained discussions of Goals 2000: The Educate America Act. One aspect of this bill is the creation of a national board to oversee the development of systems of workplace skills assessment. Such assessment systems would permit workers to document for prospective employers skills achieved in various domains. I testified before a House subcommittee last spring, calling for involvement of measurement experts in this process and for the specification in the Act that assessments conform to the Standards for Educational and Psychological Tests. As the bill is being considered this fall, it is questionable as to whether this specification will remain in the bill. Without such specification there is fear that leaving a national board to use whatever evaluation standards it chooses may result in assessment systems of questionable technical quality. We'll keep you updated as to how this plays out.

Finally, I think it's a nice initiative on **TIP** editor Kurt Kraiger's part to keep the SIOP President and President-Elect humble by misspelling their names as "Sacket" and "Dorman" in the last **TIP**. Keep up the good work, Curt.

PUBLICATION SCHEDULE FOR TIP

Publication Month	Deadline
July	May 15
October	August 15
January	November 15
March	January 20

SIOP Annual Conference
Opryland Hotel

April 7-10, 1994
Bill Macey

The Annual Conference has grown in scope as well as the number of members attending practically every year since the first conference held in 1986. This year should be no exception; the Opryland Hotel and its central location, another exceptional lineup of program and workshop choices, and expanded placement services all should make this a conference you won't want to miss. Plan on joining your colleagues at SIOP 1994 in Nashville!

You are likely to find the program for this year's conference to be particularly attractive. For starters, program submissions were strong both in quality and number. As a result, the Program Committee has increased the number of program tracks and is offering several new formats which should ensure a high level of interest. Furthermore, due to the outstanding efforts of Stan Golden, an off-site special program event has been arranged: Nissan Motor Manufacturing Corporation is offering a plant tour for up to 60 SIOP conference participants. Please note the special registration information found elsewhere in this issue of **TIP**.

Travel to the conference should be particularly easy. Nashville is within easy driving distance for many, and special airfares are available when arranged through Opryland Travel: forty-five percent (45%) off full coach fares or 5% off the lowest applicable fare can be obtained when flying American Airlines. Please note that tickets must be purchased 14 days prior to departure. For more information, call Opryland Travel at 1-800-677-9526.

In this issue of **TIP** you should find all the information you need to register for the conference, the workshops, and the off-site visit to the Nissan plant. Similar to previous years, the hotel reservation, the conference registration forms, and the workshop registration materials go to different addresses! The Official Conference Program will be mailed to all SIOP members and affiliates in late February or early March. Please remember to bring it with you to Nashville.

If you have any questions about the 1994 conference, please don't hesitate to call me at 708-640-8820. Alternatively, you can contact any member of the Conference Steering Committee: Wayne Cascio (Past-President), Donna Denning (Job Placement Services), Stan Golden (Local Arrangements), Cathy Higgs (Workshops), Linda Hoopes (Registration), Jeff McHenry (Program), and Paul Sackett (President). I'll look for you in Nashville!

Advance Conference Registration Form
SIOP 9th Annual Conference

The deadline for advance registration is March 4, 1994. Anything received after this date will be held for on-site processing; on-site fees will apply.

❑ **FULL NAME** as you wish it to appear on your conference badge (type or print clearly):

____

❑ **MAILING ADDRESS:** ____

____

____

City State Zip

❑ **ORGANIZATIONAL AFFILIATION** as you wish it to appear on your conference badge (if it's long, please note your preferred abbreviation):

____

❑ **REGISTRATION FEE**

_____$70	Society Member	($95 on-site)
_____$125	Non-Member	($150 on-site)
_____$40	Student	($40 on-site)

Make checks payable to SIOP. Mail them (but <u>not</u> your workshop registration or hotel reservations) to: Dr. Linda Hoopes, Research Department, ODR, Inc., 2900 Chamblee-Tucker Rd., Building 16, Atlanta, GA 30341

You will receive a receipt on site. If you need one sooner, enclose a self-addressed, stamped envelope.

❑ **LUNCHEON ATTENDANCE**—The SIOP luncheon is included in your registration fee. It will be held on Saturday, April 9, at 12:30. Guest tickets for individuals who are not attending the conference may be purchased on-site. To help us plan, please let us know whether, at this point, you plan to attend.

________I will definitely attend
________I will probably attend
________I have no idea at this point
________I will probably <u>not</u> attend
________I will definitely <u>not</u> attend

❑ *If you are interested in working at the registration desk, please contact Linda Hoopes at the above address, or FAX her at (404) 455-8974.*

SIOP 1994 Conference Special Event:

Plant Tour
Nissan Motor Manufacturing Corporation U.S.A.

Nissan Motor Manufacturing Corporation is offering a special plant tour, at no charge, for up to 60 SIOP conference participants on Friday, April 8, 1994 at 1:30 p.m. The tour, which will last about an hour and fifteen minutes, will be followed by a question-and-answer session with the Director of Human Resources and Corporate Communications.

Nissan's operation in Smyrna, Tennessee is considered a model of manufacturing excellence, combining robotics, computers and electronics in advanced auto assembly. The company has been cited as among the 100 best companies to work for in America and is also noted for its teamwork and emphasis on continuous improvement.

Travel arrangements to the Nissan plant are being provided by SIOP at no additional charge. We anticipate leaving the Opryland Hotel at approximately 12:30 p.m. by charter bus. Transportation and other relevant information pertaining to the tour will be sent by return mail following successful registration. Please note that no cameras, no shorts, and no open-toe shoes are permitted on the tour.

To register for the tour, complete the following special registration form and return it with your conference registration materials to Linda Hoopes. Because the number of participants who can be accommodated is limited, participation on the tour will be limited to the first 60 registrants who return the form. you will receive confirmation of your registration for the tour by mail from the SIOP administrative office. Questions regarding tour registration or the tour itself should also be directed the administrative office at 708-640-0068. Information regarding late registration, cancellations, etc. will be available at the conference registration desk.

NISSAN PLANT TOUR REGISTRATION FORM
Friday, April 8, 1994

NAME ______________________________

ADDRESS ______________________________

____

____

Return form with conference registration materials to:

Dr. Linda Hoopes
Research Department, ODR, Inc.
2900 Chamblee-Tucker Road, Building 16
Atlanta, GA 30341

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS

Sponsored by the Society for Industrial and Organizational Psychology, Inc.* and presented as part of the Ninth Annual Conference of The Society for Industrial and Organizational Psychology, Inc.

Thursday, April 7, 1994
Opryland Hotel
Nashville, Tennessee

CONTINUING EDUCATION AND WORKSHOP COMMITTEE

Catherine Higgs, Chair
John W. Fleenor, Registrar
MaryBeth Mongillo, Cont. Ed. Admin.
Kerrie Quinn Baker
Linda Carr
Robert Gatewood
Ray Henson
Angela G. McDermott
Ronald C. Page
Linda L. Sawin
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Walter W. Tornow
Jack W. Wiley
C. Michael York

* Society for Industrial and Organizational Psychology, Inc. is approved by the American Psychological Association to offer continuing education for psychologists. The APA Approved Sponsor maintains responsibility for the program. This workshop is offered for seven (7) hours of continuing education credit.

WORKSHOPS

Opryland Hotel
Nashville, Tennessee

Section 1 INDIVIDUAL ASSESSMENT FOR SELECTION AND FOR INDIVIDUAL AND ORGANIZATIONAL DEVELOPMENT —Erich P. Prien, Lois M. Tamir and Louise M. Miller (Note: Full Day Workshop).

Section 2 360 DEGREE FEEDBACK AS A TOOL: OR ARE WE JUST GOING AROUND IN CIRCLES—George Hollenbeck, Joel Moses and Melvin Sorcher.

Section 3 BEYOND EEO AND ADA: EMPLOYMENT LAW IN THE 90'S FROM NEGLIGENT HIRING TO WRONGFUL DISCHARGE—Gerald V. Barrett and Robert S. Carabell.

Section 4 BUILDING A SUCCESSFUL CONSULTING PRACTICE—P. Richard Jeanneret and Frank J. Landy.

Section 5 CAREER STRATEGIES FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGISTS—David P. Campbell and Jeanne M. Brett.

Section 6 DEMYSTIFYING STATISTICS: GETTING A HANDLE ON ADVANCES IN STATISTICS AND DATA ANALYSES—Kevin R. Murphy.

Section 7 DEVELOPING DIVERSITY IN ORGANIZATIONS: WHAT DOES IT TAKE?—Ann M. Morrison and Donna E. Thompson.

Section 8 DOWNSIZING: BEFORE, DURING AND AFTER—Wayne F. Cascio, Sally F. Hartmann and David M. Noer.

Section 9 MANAGEMENT DEVELOPMENT THROUGH JOB EXPERIENCES—Maxine Dalton, Cynthia McCauley, Marion Ruderman and Suzanne Sutter.

Section 10 MEASURING AND MARKETING THE IMPACT OF HUMAN RESOURCES FUNCTIONS—Michael J. Kavanagh and Wilfred B. Brewer.

Section 11 PERSONALITY ASSESSMENT AND JOB PERFORMANCE—Peter Saville and James N. Butcher

Section 12 TEAMING FOR TOMORROW: IMPLEMENTATION OF SELF-MANAGED WORK TEAMS IN TRADITIONAL ORGANIZATIONS—Michael Beyerlein, Douglas A. Johnson and Edward D. Strickel.

Section 13 THE CHANGING EMPLOYMENT CONTRACT—Denise Rousseau

Section 14 TQM: IMPLICATIONS FOR HUMAN RESOURCE MANAGEMENT—Harold J. Tragash.

REGISTRATION
PRE-CONFERENCE WORKSHOPS

Please type or print clearly.

Name: ______________________________
Last First Middle

Job Title: ______________________________

Mailing Address: ______________________________
(Organization)

____

______________________________ Zip + 4 ________

Bus. Phone: ( ) ____________ Home Phone: ( ) ____________

MEMBERSHIP STATUS:
(check one) ______SIOP Member/Fellow ______APA/APS Member/Fellow (not SIOP)

______Graduate Student ______Non-Member

Member/Fellow of other APA Divisions (list) ____________

WORKSHOP SELECTION: Section 1 on Individual Assessment is a full day workshop. All other workshops have been designed as half day workshops. Based upon your choices, and on availability, you will be assigned to either the full day workshop or two half day workshops. **Please list five (5) choices in order of preference** (1st Choice is highest preference, 5th Choice is lowest preference).

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

Registration is by mail on a **first-come, first serve basis.** Please note that advance mail registration will close on February 28, 1994. All registrations received after that date will be processed as on-site registrations.

Cost (U.S. dollars):

$270 — Members, Fellows, Student Affiliates of Society for Industrial and Organizational Psychology, Inc. (SIOP). (Division 14 of the American Psychological Association).

$355 — Members and Fellows of American Psychological Association (APA), American Psychological Society (APS).

$410 — Non-Members/Fellows of SIOP, APA, APS.

- Fee includes: All registration materials, lunch, and social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.
- Please make check or money order payable in U.S. currency to: SIOP Workshops.
- Mail form and registration fee to:

  John W. Fleenor
  Center for Creative Leadership
  One Leadership Place
  P.O. Box 26300
  Greensboro, NC 27438-6300
  (910) 288-7210
- Workshops fill up very quickly, so please list all five choices.
- Please forward a copy of your pre-conference workshop registration directly to the registrar even if your organization is sending the check separately (sometimes they don't send the form). Indicate on the copy of the form that your organization is paying. **Make sure your name is on the check** (sometimes organizations don't tell us who the registration money is for).
- Registrations by fax or telephone will not be accepted.
- Payment must be made by check or money order. Credit card payments cannot be accepted.

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

Full refund (-$60)	—notification by March 10, 1994.
50% refund	—notification by March 24, 1994.

Workshop Schedule
April 7, 1994

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

SECTION 1 (FULL DAY)

INDIVIDUAL ASSESSMENT FOR SELECTION AND FOR INDIVIDUAL AND ORGANIZATIONAL DEVELOPMENT

Erich P. Prien
Performance Management Associates

Lois M. Tamir
Personnel Decisions, Inc.

Louise M. Miller
Management Psychology Services

The practice of individual assessment has flourished in the context of the total staffing process with the most visible application being the initial selection decision. The value of the individual assessment process, however, extends to all aspects of staffing and organization management.

This workshop is designed for practitioners who are involved in the total process of staffing, and in individual and organization development activities. The focus of the workshop is on the individual assessment process and the type of information obtained and how that information is used for various purposes. Pragmatically stated, the focus is on the generation, distribution and use of information to enhance individual and organizational effectiveness. In order to achieve that lofty goal, practitioners will be introduced to the job content model which is part of the organization content model which drives the individual assessment process.

The workshop emphasis will then shift to the type and format of information presented to users for the three purposes of: 1) personnel decision making such as selection or promotion, 2) individual development planning with the associated coaching and mentoring, and 3) organization development planning and intervention. We will discuss a report format and rationale to use for personnel decisions. In the individual development application, the focus will be on the feedback process, techniques for establishing buy-in for the individual development process, formulating plans, and securing organizational support for implementation. In the organization development section, the emphasis will be on communicating information, formulating organization level plans and dealing with the obstacles typically encountered. Strategies will be suggested for overcoming resistance and capitalizing on private agendas in order to achieve objectives.

The emphasis of this workshop is on various uses of information produced by individual assessments rather than on the step-by-step process of how to do assessments, or on the independent topics of individual development planning or organization development.

Erich P. Prien, Ph.D. is a practicing Industrial/Organizational Psychologist and has been conducting individual assessment as well as assessment center activities for various purposes for the past 40 years. He has published numerous articles and has consulted extensively with business and numerous government agencies.

Lois M. Tamir, Ph.D. spends the majority of her time conducting managerial and executive assessments, and providing individual coaching and training. She is a Developmental Psychologist and has conducted research and published in the area of adult development, communicative behavior and teamwork. She has worked with managers and executives from a wide array of businesses to create development programs to enhance managerial and team effectiveness.

Louise M. Miller, Ph.D. is a practicing Industrial/Organizational Psychologist with extensive experience in the development and use of human resources in the context of organization development. Prior to re-entering private practice, she was Senior Vice President of the human resources division of a major information services corporation where she was responsible for developing the integrated human resource program to support organization growth and development.

Coordinator: **Jeffrey S. Schippmann**, Personnel Decisions, Inc.

SECTION 2 (HALF DAY)

360 DEGREE FEEDBACK AS A TOOL: OR ARE WE JUST GOING AROUND IN CIRCLES

George Hollenbeck
Hollenbeck Associates

Joel Moses
Applied Research Corporation

Melvin Sorcher
Sorcher Associates, Inc.

360 degree feedback is the process of providing a person with data on how others see him or her for use in individual and organizational development. It has been gaining in popularity among organizations in recent years and has reached the status of a fad. At its rate of use, it has been estimated (somewhat tongue-in-cheek) that, by 1997, all managers worldwide will have received 360 degree feedback. In spite of its growing use, however, many issues and questions remain on its effectiveness.

This workshop is intended to provide participants with a greater understanding of the theoretical underpinnings of 360 degree feedback, as well as of major existing feedback instruments, practical knowledge of implementation and design issues, and greater insight on the various applications of 360 degree feedback in organizations.

Topics to be covered in the workshop will include the following: major applications of 360 degree feedback, factors to consider in selecting an instrument, when to use and when not to use feedback, and key elements to consider (do's and don'ts) in designing a 360 degree feedback process. The workshop focus will be on practical applications.

This workshop is primarily for practitioners who have had experience either with 360 degree feedback or with the use of individual assessments and survey methods in organizations, as well as for those wanting to learn more about this process.

George Hollenbeck is the principal in Hollenbeck Associates (Cambridge, MA). Most of his consulting focuses on executive performance effectiveness. He also lectures at Boston University, Graduate School of Management and is a Fellow of Boston University's Executive Development Roundtable.

Joel Moses is Managing Director of the Applied Research Corporation (Fords, NJ). He also worked at AT&T where he was responsible for many of its pioneering assessment center applications.

Melvin Sorcher is President of Sorcher Associates, Inc. (Trumbull, CT) a consulting practice specializing in succession planning and management development.

Coordinator: **Ray Henson**, Avon Products, Inc.

SECTION 3 (HALF DAY)

BEYOND EEO AND ADA: EMPLOYMENT LAW IN THE 90'S FROM NEGLIGENT HIRING TO WRONGFUL DISCHARGE

Gerald V. Barrett
University of Akron

Robert S. Carabell
TRW, Inc.

Legal issues continue to be integral to virtually all areas of Industrial/Organizational Psychology and human resources management practice. Although the current legal environment is especially volatile given the Civil Rights Act of 1991 and the Americans with Disabilities Act, these are not the only legal issues that are central to the 90's. Industrial/Organizational and human resource practitioners are also faced with managing challenges of negligent hiring, sexual harassment, privacy rights, and wrongful discharge, to name just a few.

This workshop will address the experiences and challenges of practitioners in this area, as well as recent federal legislation, court decisions, and pending or anticipated cases. Emphasis will be placed on proactive steps Industrial/Organizational Psychologists can take to minimize risk of litigation and maximize the defensibility of Human Resource practices.

Specific topics to be addressed include:

- Negligent hiring, training and retention, including recent developments in the issue of violence in the workplace.
- Sexual harassment: recent legal developments including "hostile environment" and "constructive discharge" cases.
- AIDS-related illnesses: testing, privacy rights, and ADA.
- Wrongful discharge: limiting your exposure and building a defense.
- Right to privacy, including the current legal environment as it relates to personality testing and bio-data, following the *Dayton-Hudson v Saroka* case.
- Implications of the Americans with Disabilities Act for cognitive testing.
- Current status of the Civil Rights Act of 1991, including demographic norming.

Gerald V. Barrett is Professor and Head of the Department of Psychology at the University of Akron. He is also President of Barrett and Associates, a consulting firm which specializes in the development of a variety of human resource programs for selection, promotion, performance appraisal, training, compensation and attitude surveys. He is the author or co-author of over 123 professional publications, and a number of books and book chapters. He has consulted with over 100 public and private organizations and has been engaged as an expert witness in over 90 court cases. He has negotiated and implemented consent decrees with federal agencies and also under the direction of federal courts. Dr. Barrett is both a licensed psychologist and attorney in the state of Ohio.

Robert S. Carabell is Senior Counsel-Labor with TRW Inc. in Cleveland, Ohio. Prior to joining TRW, Mr. Carabell was a partner with Roetzel and Andress, an Akron, Ohio law firm where he practiced labor and employment law. Mr. Carabell is an Adjunct Professor at the University of Akron School of Law where he teaches Labor and Employment Law, Labor Arbitration, and Collective Bargaining. He lectures on employment law matters at numerous professional seminars, and his article, *Human Resources Issues in Acquisitions, Mergers, and Sales* was published by Business Laws Incorporated in their Corporate Counsels' Guide to Acquisitions and Mergers. He has also been invited by the chief counsel of the President's Commission on the Future of Worker-Management Relations to be one of the employer representatives in the discussion group considering proposals for reform of labor and employment law.

Coordinator: **Linda Carr,** Allstate Insurance Company

SECTION 4 (HALF DAY)

BUILDING A SUCCESSFUL CONSULTING PRACTICE

P. Richard Jeanneret
Jeanneret & Associates, Inc.

Frank J. Landy
Penn State University

A substantial and growing portion of the Industrial/Organizational Psychology profession works in a consulting environment. Developing the competencies necessary to build a successful practice is not typically a part of traditional Industrial/Organizational graduate school training. The purpose of this workshop is to provide a review and discussion of business management strategies and techniques that have been proven successful in building an Industrial/Organizational-based consulting practice.

The presenters will identify what they consider to be essential ingredients in building a business based on their own career experiences from a variety of consulting settings. Their discussion will cover such business-oriented topics as marketing and business development, financial management, staffing and managing organizational growth. Also covered will be such topics as organization mission and value systems as well as ethical dilemmas in building a practice. Finally, the presenters will share their perspectives on the personal skills and background that contribute to achieving success in a consulting environment.

The workshop should be of interest to SIOP members who aspire to any level of consulting whether it be supplemental to an academic appointment, a full-time individual free-lance practice, working full-time in a consulting company, or building your own consulting firm. All are businesses, and require new business skills for success.

P. Richard Jeanneret is the founder of Jeanneret & Associates, a multi-disciplinary form of professionals who provide consulting services to both private and public sector clients. His practice areas encompass all aspects of human resource management, including job analysis, employee selection systems, validation research, performance appraisal, and psychological assessment. Dr. Jeanneret has also served as an expert in over 50 discrimination cases involving hiring, promotion, pay, and termination issues. He currently serves as a consulting editor of the *Journal of Applied Psychology* and as adjunct faculty member at the University of Houston. In 1990 he received the SIOP Distinguished Professional Contributions Award.

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

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

SECTION 5 (HALF DAY)

CAREER STRATEGIES FOR INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGISTS

David P. Campbell
Center for Creative Leadership

Jeanne M. Brett
Northwestern University

Preparing oneself for current and future challenges in the marketplace is the emphasis of this workshop. In today's dynamic employment context, members of our specialty in psychology need to take stock of their career and plan their future realistically. Integrated into the presentation content will be information/discussion, based in part on pre-workshop readings, which strengthen one's knowledge and understanding of current and projected role demands for Industrial/Organizational Psychologists. Evidence and case illustrations will be offered for female and male managers who have achieved high levels of education, but may be experiencing role conflict. Experience has demonstrated that skills, as well as traditionally measured interests, play an important role in career planning. Registrants will have the opportunity to complete the new *Campbell Interest and Skill Survey* (CISS) in advance and receive and process their results during the workshop.

David P. Campbell, with a doctorate from Minnesota (1960), is renown in test construction and career development. His seminar experience includes leadership and career planning sessions for groups ranging from American CEOs to European general managers to U.S. military officers to Middle Eastern government officials. He co-authored *The Strong-Campbell Interest Inventory* while a professor at Minnesota. He is now with the Center for Creative Leadership, Colorado Springs Branch. Remember his early book entitled, *If you don't know where you're going, you may wind up somewhere else?*

Jeanne M. Brett, since her Illinois degree (1972) in Industrial/ Organizational, has studied and experienced dual earner couple's career conflicts, job transfer decisions (JAP, 1988), role adjustment, and the impact of societal shifts. She has been a professor in the Kellogg Graduate School of management since 1976. The "all the right stuff" article in the 1992 *Journal of Applied Psychology* about career advancement of female managers was both

provocative and disturbing. Her phone at Northwestern University answers as "The Dispute Resolution Research Center" of which she is the director and which is the focus of her other career as a teacher-researcher in the area of negotiation and dispute resolution.

Coordinator: **C. Michael York**, Georgia Tech

SECTION 6 (HALF DAY)

DEMYSTIFYING STATISTICS: GETTING A HANDLE ON ADVANCES IN STATISTICS AND DATA ANALYSIS

Kevin R. Murphy
Colorado State University

This workshop provides an overview of developments in statistics, psychometrics and data analysis during the last ten to fifteen years that are likely to be relevant to the work of Industrial/Organizational Psychologists. Such topics include power analysis, confirmatory factor analysis, structural modeling, item response theory, and meta-analysis/validity generalization. The focus will be on understanding the rationale, interpretation, and application of these techniques rather than on the mathematical details. This workshop will not require knowledge of calculus, matrix algebra, or other advanced mathematical topics; the focus will be on the basic concepts and on the strengths and weaknesses of each method.

The objective of this workshop is to aid participants in understanding research that employs these methods, and to illustrate the links between each of these methods and concepts, methods, and techniques that are already familiar to the workshop participants. The second objective of this workshop is to give participants a clear understanding of the strengths and limitations of each of the methods discussed in the workshop.

Kevin R. Murphy is a Professor of Psychology at Colorado State University. He currently serves as the chair of the SIOP Scientific Affairs Committee, and as Associate Editor of the *Journal of Applied Psychology*. He is on the editorial boards of *Personnel Psychology, Human Performance, International Journal of Selection and Assessment, and Journal of Vocational Behavior*, and has published in areas including performance appraisal, research methodology, and most recently, honesty in the workplace. He received his Ph.D. from Penn State in 1979, and had served on the faculties of Rice University and New York University.

Coordinator: **William J. Strickland**, United States Air Force

SECTION 7 (HALF DAY)

DEVELOPING DIVERSITY IN ORGANIZATIONS: WHAT DOES IT TAKE?

Ann M. Morrison
New Leaders Institute

Donna E. Thompson
Baruch College
The City University of New York

Diversity gets a lot of attention, but little seems to happen in many organizations. As more managers now recognize the business imperative behind diversity, they want to know how to make diversity a reality, how to avoid spinning their wheels on this issue, and which tools and techniques they should use to create change in their organizations. This workshop provides a strategy and tools for developing diversity in an organization.

This interactive workshop will give participants opportunities to discuss their concerns and experiences while learning about an action model based on findings from a nationwide research project. The content is framed around the five-step model described in the 1992 book, *The New Leaders: Guidelines on Leadership Diversity in America*. After giving an overview of the model, the workshop leaders will examine each step and suggest specific ways to get the necessary work done. The five steps involve organizational assessment, strengthening top management commitment, selecting a mix of diversity practices to use, demanding results, and using building blocks to keep the momentum going. The workshop is designed for Industrial/Organizational Psychologists and other professionals who are responsible for developing diversity in their organizations.

Ann M. Morrison is President of the New Leaders Institute in San Diego and a Senior Fellow of the Center for Creative Leadership. She has twenty years of experience in leadership development. She is the author of *The New Leaders* and lead author of the 1987 best-seller, *Breaking the Glass Ceiling*.

Donna E. Thompson is Associate Professor in Industrial and Organizational Psychology at Baruch College, The City University of New York. She was previously on the faculty of New York University and the Graduate School of Management at Rutgers University. Her 1988 book (with Nancy DiTomaso), *Ensuring Minority Success in Corporate Management,* uses a practical, roblem-solving approach to explore how organizational policies and practices are related to successful diversity efforts.

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

SECTION 8 (HALF DAY)

DOWNSIZING: BEFORE, DURING, AFTER

Wayne F. Cascio
University of Colorado at Denver

Sally F. Hartmann
Sears, Roebuck and Co.

David M. Noer
Center for Creative Leadership

DOWNSIZING. RIGHTSIZING. DUMBSIZING. No matter what you call it, downsizing has and will continue to impact millions of people in the U.S. workforce and over 85% of Fortune 1000 firms. Little evidence suggests that it helps companies be more productive. In fact, there is evidence to suggest that most organizations do not meet their initial goals after downsizing, and it may create a downward spiral in organization effectiveness and results. Industrial/Organizational Psychologists can play a critical role in developing clear strategies when downsizing is the answer, and alternatives to downsizing when it is not.

This workshop examines the process of downsizing before, during, and after. First, we provide background on why companies do it, what they expect to get out of it, and the conditions necessary for downsizing to pay off. We provide insight into key considerations organizations need to address before choosing this option. Some effective alternatives will be discussed.

Next, we describe how to design and implement a downsizing effort effectively, using a real case study that applied a selection model as its foundation. This discussion is led by a person who designed and helped implement an enormous downsizing effort in a major U.S. company.

And, finally, we explore the recovery process for both individual survivors and organizations. We offer a four-level interpretation model that provides a road map for individual and organizational revitalization.

The workshop presenters have been through it all—the planning, the implementation, and the aftermath. They'll be sharing their perspectives.

Wayne F. Cascio, Professor of Management in the College of Business at the University of Colorado at Denver, is past president both of SIOP and the Human Resources Division of the Academy of Management. He has authored or edited five texts in human resource management, and has consulted with firms in North America, Asia, Africa, Europe, New Zealand, and Australia. His research on personnel selection, training, performance appraisal, and the economic impact of human resource management activities, including downsizing, has appeared in a number of scholarly journals.

Sally F. Hartmann is Manager, Associate Selection Systems and Attitude Surveys at Sears, Roebuck and Co. She received her Ph.D. in Industrial

Psychology from the University of Illinois at Chicago and has worked for Sears since 1984. Sears currently employs more than 300,000 people. Sally's ongoing responsibilities include developing and implementing selection systems, managing Sears' executive testing program, managing the attitude survey program, consulting on performance appraisal systems, and consulting on a wide range of one-of-a-kind projects. On several occasions, Sally shifted focus from her regular responsibilities to help with the planning and implementation of various restructuring/downsizing initiatives at Sears—and found the skills of the Industrial/Organizational psychologist to be extremely useful in that context. She is also a survivor of multiple downsizings, which provides insights of another kind.

David M. Noer, D.B.A., is Vice President, Training and Education, for the Center for Creative Leadership in Greensboro, North Carolina. His current speaking and research interests deal with the effects of layoffs and downsizing on those who remain in organizations, the revitalization of people in the work force, and executive and team effectiveness. He is the author of a wide range of popular articles and published research on consulting skills, individual and executive development, and international human resource management. He has just published *Healing the Wounds: Overcoming the Trauma of Layoffs and Revitalizing Downsized Organizations* (Jossey-Bass, 1993).

Coordinator: **Angela G. McDermott**, The Procter & Gamble Company

SECTION 9 (HALF DAY)

MANAGEMENT DEVELOPMENT THROUGH JOB EXPERIENCES

Maxine Dalton
Center for Creative Leadership
Cynthia McCauley
Center for Creative Leadership
Marian Ruderman
Center for Creative Leadership
Susanne Sutter
Cole National Corporation

Many organizations are looking beyond the traditional training approach for developing their managers and are beginning to incorporate job assignments into their management development strategies. This approach is pursued not only because assignments are seen by managers as contributing the most to their development, but also because it combines ongoing work and learning, thus fitting well into the continuous improvement framework.

This workshop will present models, tools, and strategies for using job experiences more systematically in management development efforts. We will share findings and conceptual models from our research on characteristics of developmental jobs as well as practical advice gleaned from human resource

professionals who are applying these models in their management development and succession planning systems. Participants will also have the opportunity to use the Developmental Challenge Profile, an instrument designed to assess the developmental aspects of a job, and practice using the concepts from this instrument in interactive exercises. Finally, one organization's efforts to increase development through job experiences will be highlighted. Throughout the workshop we also want to demonstrate how research can lead to useful applications that then generate further research opportunities.

Maxine Dalton is a Product Manager at the Center for Creative Leadership. She is responsible for the Center's feedback instruments, Benchmarks and SKILLSCOPE, and manages the Tools for Developing Successful Executives program. Her background includes human resource management consulting for career counseling and development of internal career development programs.

Cynthia McCauley is a Research Scientist at the Center for Creative Leadership. Her current research focuses on managerial learning and development and includes projects on learning through job experiences and the impact of leadership development programs. Cindy is co-author of two management feedback instruments, Benchmarks and the Developmental Challenge Profile.

Marian Ruderman is a Research Scientist at the Center for Creative Leadership. Her research interests include executive development, management promotions, and organizational approaches to working through diversity. She is co-author of the Developmental Challenge Profile, a questionnaire for assessing the developmental components of different job assignments.

Suzanne Sutter is Executive Vice President of Things Remembered, Inc. and Cole Key Corporation, subsidiaries of Cole National Corporation. Suzanne leads a 1,300 store sales organization, as well as the human resource teams who support over 8,000 employees. She began her career with Cole National Corporation 16 years ago and has held a variety of leadership roles including Chief Human Resources Officer.

Coordinator: **Walter W. Tornow**, Center for Creative Leadership

SECTION 10 (Half Day)

MEASURING AND MARKETING THE IMPACT OF HUMAN RESOURCES FUNCTIONS

Michael J. Kavanagh
State University of New York

Wilfred B. Brewer
Human Resource Partnership

In today's economic environment, organizations are forced to scrutinize their resources and expenditures. Nearly all departmental functions, including those of human resources, are being examined for their relationship to the "bottom line" and fit into the organization's futuristic environment. This workshop will provide an overview of the measurement of human resources functions (e.g., selection, training) and their value to overall organizational effectiveness and profitability. Emphasis will be placed on: 1) the measurement issues involved with human resources functions; 2) the finance and accounting perspective; 3) the Industrial/Organizational psychologist's perspective; 4) static versus dynamic measurement issues from a research and practical standpoint; 5) justifying or marketing the human resources function to organizational leaders; and 6) matching the value of the human resources function to the organization's goals and vision.

This workshop is designed for people who are being asked to design or apply measurement concepts to explain human resources expenditures and programs. Current research in this area and its impact on human resources systems will be shared with the participants. Also, success and failure stories and anecdotal evidence will be discussed. Participants will be asked to share similar stories and measurement processes in their organization.

Michael J. Kavanagh is Professor of Management and Psychology at the State University of New York at Albany. He received his Ph.D. in Industrial Psychology from Iowa State University and is a Fellow of SIOP. He is Past President of the Eastern Academy of Management and editor of *Group & Organization Management*. Dr. Kavanagh has published has published over 100 articles on a variety of topics and is currently involved in two research projects concerned with the measurement of human resources productivity. In addition to his research and publications, Dr. Kavanagh has done extensive consulting with public and private sector organizations and has served as an expert witness in employment discrimination cases.

Wilfred B. Brewer is a Senior Partner and COO with the Human Resource Partnership (HRP) in Stamford, CT which is a management consulting firm specializing in strategic planning, compensation strategy, information systems, and productivity measurement for human resources. Mr. Brewer is a Chartered Accountant and holds an MBA degree. He has extensive consulting expertise in quantifying and integrating human resources activities into an organization, and CEO experience in turnaround, startup, and ongoing operations. He established and facilitates a group of fifteen Fortune 500 companies for advanced benchmarking and concept development in human resource productivity measurement.

Coordinator: **Kerrie Quinn Baker,** Hay Systems, Inc.

SECTION 11 (Half Day)

PERSONALITY ASSESSMENT AND JOB PERFORMANCE

Peter Saville
Saville & Holdsworth

James N. Butcher
University of Minnesota

In recent years there has been an increasing interest in the use of personality instruments in work-related settings. This interest has resulted from a number of developments which include: advances in personality instrumentation; advances in expert system technology; research on gender, ethnicity and cross-cultural differences; and the demonstrated incremental validity resulting from personality assessment information.

This workshop will address instrumentation, research and applications of personality assessment in the context of work-related settings. Particular emphasis will be on the application of personality assessment for selection, employee development and organizational effectiveness.

Topics to be covered will include: the taxonomic structure of personality dimensions; the job-relatedness of key personality constructs; response distortion and the use of validity scales; the design and application of expert-system narrative reports; personality assessment for positions of public trust; the incremental validity of using personality assessment; and ethical and workforce diversity issues in personality assessment.

Peter Saville is Chairman and co-founder of Saville & Holdsworth LTD., a large international Industrial/Organizational consulting firm with operations in 25 countries. He has acted as an advisor to the UN and is Visiting Professor of Psychology at Queen's University at Belfast. Dr. Saville has published widely on the topics of occupational selection, management development, ability testing, and personality research. His key areas of research interest include scaling for personality instruments, computerized expert-system reports and cross-cultural assessment. Dr. Saville directed the National Restandardization of the 16PF for the UK. He also directed the four-year research program for the development of the Occupational Personality Questionnaire which has been translated into 15 languages.

James N. Butcher is Professor of Psychology at the University of Minnesota. He received a Ph.D. in clinical psychology from the University of North Carolina and was awarded Doctor Honoris Causa, Free University of Brussels. Dr. Butcher's research is in personality assessment, abnormal psychology, cross-cultural personality factors, and computer based personality assessment. He is the Editor of *Psychological Assessment* and is a member of the MMPI Consultative Committee which since 1982 has been actively engaged in a large scale project to revise and restandardize the MMPI. Dr. Butcher is on the Board of Trustees of the Society for Personality Assessment and is a member of the Executive Committee of Division 5 (Measurement and Evaluation) of APA. He founded the International Conference on Personality Assessment, a program devoted to facilitating international research on personality assessment.

Coordinator: **Ronald C. Page**, Saville & Holdsworth Ltd.

SECTION 12 (Half Day)

TEAMING FOR TOMORROW: IMPLEMENTATION OF SELF-MANAGED WORK TEAMS IN TRADITIONAL ORGANIZATIONS

Michael Beyerlein
University of North Texas

Douglas A. Johnson
University of North Texas

Edward D. Strickel
University of North Texas

Optimum human participation, lasting quality, and increased productivity are among the goals and objectives of most contemporary organizations. In many instances, a transition to a self-managed work team structure is helping to achieve these aims. However, the transition is a major cultural and behavioral change for many organizations. Thorough analysis, design, training and follow through will help insure success.

In this workshop, a multimedia, interactive, experiential approach will be offered. Major roadblocks to the successful conversion to work teams will be discussed. Participants will experience an overview of some of the most important steps to managing these barriers and converting to self-managed work teams. Methods of measuring organizational readiness will be followed by the involvement with team design, team implementation and positive motivational strategies. Conflict management, and team compensation and rewards will be included, as well.

Michael Beyerlein is Assistant Professor of Psychology at the University of North Texas where he serves as Program Coordinator for the annual International Conference on Self-Managed Work Teams and Director of the Interdisciplinary Center for the Study of Work Teams. He received his Ph.D. in Industrial/Organizational Psychology from Colorado State University. His research interests include work stress, decision making, test construction, self-managing work teams and dynamical systems. He is the senior editor of the new JAI series *Advances in the Interdisciplinary Studies of Work Teams,* and

co-editor with Doug Johnson of the first volume, *Theories of Self-Managing Work Teams* (available in early 1994).

Douglas A. Johnson is the Co-founder of the Interdisciplinary Center for the Study of Work Teams at the University of North Texas. He received his Ph.D. from the University of California at Berkeley, and since then has been a faculty member and director of the Industrial/Organizational graduate program at the University of North Texas.

Edward D. Strickel is a member of the education team for the International Center for the Study of Work Teams at the University of North Texas. Prior to his return to academia, Ed held several management positions and was the director of training and management development for the Ciba-Geigy Corporation, a large multi-national company. In his current position, Ed conducts action research with organizations which are making the transition from traditionally hierarchial structures to team-based designs.

Coordinator: **Linda L. Sawin,** United States Air Force

SECTION 13 (Half Day)

THE CHANGING EMPLOYMENT CONTRACT

Denise Rousseau
Northwestern University

Organizational restructuring and the changing life styles of individuals have caused a modification in the relationship between organizations and their employees. Organizations can no longer promise long term employment. Planned career development of employees by organizations has become tenuous. Many individuals realize that they must be responsible for their careers and must place self-interest before organizational interests. Organizational commitment is being replaced by individual commitment.

This workshop will address several employment trends that are characteristic of this modification in the employment contract and how human resource systems must be designed or changed to address this modification. Specific topics that will be addressed are:

—part time vs. full time employment
—outsourcing vs. insourcing of job activities
—at home work vs. office work roles
—job sharing
—changes in the psychological contract of work

The major purpose of this workshop is to discuss the expectations of both the individual and the organization regarding job duties and work roles. Often these expectations will be in conflict because both parties place primary attention on their own goals. Human resource systems must address this conflict in order to be effective.

Denise Rousseau, Ph.D., is a Professor of Organizational Behavior at the J. L. Kellogg Graduate School of Management, Northwestern University. Her courses deal with individual and group behavior in organizations and human resource management. In addition, she teaches executive courses and has served as consultant to several organizations. Dr. Rousseau has authored more than 60 articles which have appeared in prominent academic journals, such as the *Journal of Applied Psychology, Academy of Management Review*, and *Administrative Science Quarterly.* She is associate editor of the *Journal of Organization Behavior.* She is also co-author of the book, *Developing an Interdisciplinary Science of Organizations and Trends in Organizational Behavior.*

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

SECTION 14 (Half Day)

TQM: Implications for Human Resource Management

Harold J. Tragash
Genesis Associates

Total Quality Management has increasingly become more a part of how organizations manage and lead. Some argue that the field of Industrial/Organizational Psychology is still playing "catch-up" with the implications of this global trend.

This workshop looks at the overlay of the subject matter of quality with traditional domains in Industrial/Organizational Psychology and human resource management systems and practices. In what ways are these fields allied or competing? To what degree are the underlying concepts, assumptions and issues in human resource management systems and TQM related? What kind of results have organizations experienced and how significant a role can Industrial/Organizational Psychology play?

In particular, this workshop reviews the recent evolution of TQM, examines the implications for human resource systems like performance appraisal, compensation, surveys, employee selection and development. It will explore TQM principles, tools and methods such as "customer driven," "continuous improvement," "benchmarking," "process thinking," problem solving and measurement. It will also examine human resource and TQM related implementation issues such as team vs. individual performance evaluation, coaching and development vs. supervision, and successful methods for implementing TQM in organizations.

Harold J. Tragash is a human resources and quality management executive with a background in Industrial/Organizational Psychology. He

received his doctorate in Industrial Psychology from New York University, and is also a graduate of the Amos Tuck Executive Program at Dartmouth College. He was with Xerox Corporation for 25 years working in management development and personnel research. He was a member of the Corporate Quality Office and a leader of the Malcolm Baldrige national quality award team at Xerox. He joined the Rorer Group in 1990 as Vice President Human Resources Development and Planning. In 1992 he became Vice President, Corporate Quality and Productivity Improvement for Rhone-Poulence Rorer responsible for assisting the Chairman and CEO in implementing a total quality business strategy. In 1993, he affiliated with Genesis Associates, a firm devoted to business process redesign, while he continues to support RPR.

Coordinator: **Carol A. Paradise-Tornow**, University of North Carolina-Greensboro

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-AI0)
April 7-10, 1994

WELCOME TO NASHVILLE—MUSIC CITY, USA!

Stan Golden, Local Arrangements Chairperson
1994 SIOP Conference

Let us entertain you! From the time you arrive until the time you leave Nashville, there will be music! Country music, contemporary, rock 'n' roll, swing, Broadway musicals, bluegrass gospel music—your choice. What better setting to enjoy your professional development activities?

During your "off-hours," there is plenty to do in Nashville, a city which offers a delightful blend of Old South and New South, city and country, simple and sophisticated, fast-paced or slow. Although the Nashville area is noted for its financial, healthcare, publishing, and automotive industries, it is perhaps the entertainment industry which attracts the most attention.

Music, Music, Music!:

Opryland USA is a lively theme park offering a variety of sounds and musical performances, a special concert series, fantastic rides, games, country music museums, and a petting zoo. The park is open on Saturdays and Sundays at the time of the SIOP conference in April, 1994. 1993 prices for one-day admission were $22.95 (adult), $12.95 (children age 4-11), and no charge for children under age 4. The Grand Ole Opry is located on the premises and attracts the stars and legends of country music. (Call 615-889-3060 as far in advance as possible for tickets to Friday night and Saturday night performances.) The General Jackson Showboat at Opryland offers evening cruises on the Cumberland River, including dinner and a stage show. Starwood Amphitheater, the Tennessee Performing Arts Center, and clubs all over town offer additional opportunities to feel the musical beat of Nashville.

Historic Sites:

The Hermitage, home of President Andrew Jackson, is a beautiful plantation house furnished entirely with the original possessions of the Jacksons, and is the most famous of historic homes in Nashville. Belle Meade Plantation, Belmont Mansion, Traveller's Rest, and Fort Nashborough are also interesting historic properties.

Museums and the Arts:

The Parthenon in Centennial Park, the Van Vechten Art Gallery, and Cheekwood Botanical Gardens & Museum of Art display classic and contemporary art. The Tennessee State Museum presents a fascinating depiction of life in Tennessee, from the prehistoric era to pioneer days to the present century. The Country Music Hall of Fame and Museum features films, television clips, educational displays, memorabilia, and special exhibits of country music and the stars who have written, produced, published and recorded it. The Grand Ole Opry Museum, Roy Acuff Museum, and Minnie

Pearl's Museum add to the pleasure of country music fans. The Cumberland Science Museum and Nashville Toy Museum entertain children and adults alike.

Other Attractions:

The Nashville Zoo, Grassmere Wildlife Park, the Tennessee State Capitol, Riverfront Park, the Warehouse District, Printer's Alley, the old Ryman Auditorium, sports events, and sightseeing tours by paddle wheeler, bus, and train are available for your enjoyment. A great variety of interesting restaurants, stores, and shops are scattered throughout the city. Walking horse farms, battlefields, world-famous distilleries, the James K. Polk home, and other historic properties are within easy driving distance.

The Opryland Hotel, a showplace itself, offers a hospitable and comfortably luxurious environment for our conference. Besides the Opryland theme park, General Jackson, and Grand Ole Opry, which are all on the property, the hotel showcases two enormous indoor tropical gardens, a sound-and-lights evening concert, fitness center, tennis courts, swimming pools, a jogging track, and a golf course.

The hotel is located about nine miles northeast of downtown Nashville, so you may want to give some thought to your local transportation needs. (One-way taxi fare to town costs around $15-$18. Although there are a number of shops in the hotel, major shopping centers are located in other parts of Nashville. Some of the restaurants at the hotel take reservations, others do not. If you want to try other restaurants in the Nashville area, you should plan ahead for reservations and transportation arrangements. You may want to consider sharing a taxi or renting a car for trips to town or sightseeing. Taxi fare from the airport to Opryland Hotel is approximately $16. Shuttle service between the airport and Opryland Hotel is available every half-hour at $9 one-way or $13 round-trip.

Information about the Opryland Hotel, attractions in the Nashville area, and restaurants will be available in the SIOP registration area at the time of the conference. The hotel can also provide information regarding accommodations for guests with special needs (wheelchair access, etc.).

Temperatures in early April can be very pleasant (60's-70's), but evenings may still be a bit brisk. The average Spring (March-May) temperature in Nashville is 58.9; average high is 70.0; average low is 47.7.

If you should want to obtain more detailed information in advance regarding the Nashville area, the following offices may assist you:

Nashville Convention & Visitors Bureau......615-259-4700
Tourist Information Center............................615-259-4747
Tennessee Tourism Development 615-741-2158
Opryland Hotel 615-889-1000

We look forward to your visit in Nashville!

1994 SIOP CONFERENCE PROGRAM

Jeffrey J. McHenry
Microsoft Corporation

Thanks to the outstanding proposals we received, the program for the 1994 SIOP Conference in Nashville will be the most exciting and innovative in our history.

New Program Formats and Topics

The program will continue to include symposia, panel discussions, and roundtables on topics that have traditionally interested SIOP members, including selection, performance appraisal, management assessment and development, teams, TQM, corporate culture, and organizational change. In addition, there will be several new formats that have not previously been tested at SIOP conferences, including a mock ethics trial, a skit featuring conversations with pioneers in our field, and practitioner forums. We are especially excited about the practitioner forums which provide an opportunity for members to discuss the implementation of I/O psychology in the workplace. This year, three practitioner forums were selected for inclusion in the program: the relationship between employee survey results and organizational outcomes, re-engineering, and upward performance feedback. These practitioner forums should be an outstanding addition to our excellent SIOP program.

This year's program also reflects the increasingly diverse interests of our members. The following are among the new topics included in this year's program:

— the link between I/O psychology and customer satisfaction research
— the role of I/O psychology in the Clinton administration's attempt to re-invent government
— how I/O psychologists can get involved in disaster relief (a conversation hour featuring SIOP members who were involved in the relief efforts for Hurricane Andrew and the Midwestern floods)
— predicting the performance of college athletes
— how to use PCs to administer employee surveys
— how to teach about diversity in organizations
— the founding mothers of I/O psychology

The Nashville program should feature many sessions of interest to each and every SIOP member. You can expect to receive your personal copy of the final Conference Program in the mail in late February or early March. Be sure to bring it with you to Nashville!

Program Schedule

You will find that the program on all three days of the conference is packed with interesting sessions. We will continue our tradition of kicking off the program with the Presidential Address at 8:45 a.m. on Friday, April 8th. I expect that people will be talking about Paul Sackett's address for quite some time, so plan on being there! Sessions will run until 6:00 p.m. on Friday, until 5:00 p.m. on Saturday (with the exception of one session which will continue until 6:00 p.m.), and until 2:20 p.m. on Sunday. As with previous years, social hours will be held both Friday and Saturday from 6:00-8:00 p.m. Take advantage of these occasions to meet old and new friends. Be sure your travel plans allow you to stay for the entire conference. There are many interesting sessions scheduled for Sunday. The Nashville airport is only 15 minutes from the Opryland Hotel, and air travel in and out of Nashville proves to be very convenient. Consequently, most of you should not have any trouble staying for the duration of the conference and catching a flight that gets you home by late Sunday afternoon.

Words of Appreciation

As most of you know, it takes a tremendous amount of effort and energy to put together the conference program. I want to thank the SIOP Program Committee for all the time and talent they have invested in making the program a great one. This year we have 183 committee members—double the number from last year. Because the 1994 Conference is three weeks earlier than usual, committee members were under tight time deadlines. Nevertheless, many developed proposals and encouraged colleagues to submit their high quality research to SIOP. Committee members also completed their reviews very quickly, and most took the time to write some very thoughtful and helpful comments to those who submitted proposals. Even though we received close to 500 proposals—another new record!—the review process worked without a hitch. Many thanks!

A special thanks to Program Planning Subcommittee members Maureen Ambrose, Martin Evans, Jim Outtz, Nancy Rotchford, Peter Scontrino, and Donna Thompson. They analyzed the comments and ratings from reviewers, read most of the submissions, and were largely responsible for the final scheduling decisions. All of us owe them our gratitude for dedicating so many hours of their time.

Finally, I want to express my appreciation to colleagues at Microsoft and in the Puget Sound region who helped me with the huge task of cataloguing incoming submissions and assigning them to reviewers. These unsung heroes include Teri Anderson, Susan Crandall, Kathy Johnson, Doug McKenna, and Shelley Meyer from Microsoft and Toni Locklear from Boeing. Thanks to all of you.

JOB PLACEMENT SERVICES

Donna L. Denning

At the 1994 Annual Conference in Nashville, SIOP will further increase its efforts to assist members in job placement. Both job seekers and employers are encouraged to pre-register with Job Placement Service for the minimal charge of $15.00. (Employers note: multiple jobs may be listed, and the total charge will remain at $15.00.) On-site registration will also be available to both job-seekers and employers for a fee of $35.00.

The service is open to all interested organizations and members, including student affiliates. Those seeking part-time employment or internships are also welcome to submit materials. Similarly, employers may submit information on positions in I/O psychology as well as other positions for which those with training and/or experience in I/O psychology qualify. Multiple listings from the same employer are encouraged.

To register for the service, complete the *Job Placement Services Registration Form* and submit it with a check for $15.00 payable to SIOP and five (5) copies of a single, two-sided page resume/job description. The resume or job description should be typewritten and easily legible, as they will be the actual documents made available for review by potential employees/ employers. Fax copies will *not* be accepted.

Mail your job placement registration and other materials to:

Donna L. Denning, Ph.D.
SIOP JOB PLACEMENT
Personnel Building—Room 320
700 E. Temple Street
Los Angeles, CA 90012

ALL JOB PLACEMENT MATERIALS MUST BE RECEIVED BY MARCH 31, 1994 FOR PRE-CONFERENCE REGISTRATION AT THE RATE OF $15.00.

Notebooks will be compiled from the resumes and job descriptions received, and they will be made available for review by job placement registrants throughout the conference. *SIOP plans to make copies of these notebooks containing resumes and job descriptions available after the conference for a fee of $25.00. If you do not wish to be included in the post-conference mailings, be sure to indicate that on your registration form.*

At the conference, a message center, which will most likely consist of individual mailboxes and a public bulletin board, will also be provided.

TO THE JOB SEEKER:

Recommended format and content of resume

— Name, address, and telephone number

You may want to include information on how and when to contact you, including the days (if any) you will be at the conference.

NOTE: *If you wish to remain anonymous, be sure to indicate that on your registration form.*

— Position desired

In addition to type of work, you may want to express preference for work setting, geographical location, etc.

— Education

— Work experience

— Publications and presentations

Summarize if necessary

— Other

Other pertinent information may include organizations in which you are a member/officer, awards and honors received, etc.

TO THE EMPLOYER:

Recommended format and content of the job description

— Position description: responsibilities and typical activities

— Organizational information: type of business, number of employees, sales volume, and other psychological staff, etc.

— Geographical location

— Travel requirements

— Salary/benefit information

— Other pertinent information may include description of the organizational culture/context of work, work setting, etc.

SIOP JOB PLACEMENT SERVICES REGISTRATION FORM

Name: ______________________________

Address: ______________________________

____

____

____

Are you a (check one):

________Job-seeker (regular, full-time)

________Job-seeker (internship)

________Job-seeker (part-time)

________Employer

Do you wish to have your resume/job description included in post-conference mailings?

______Yes ______No

Do you wish for your registration to remain anonymous?

______Yes ______No

JOB PLACEMENT REGISTRATION CHECKLIST

( ) Registration form

( ) Check for $15.00 made payable to SIOP

( ) Five neatly typed copies of one two-sided page resume or job description(s)

Mail all placement service registration and other materials to:

Donna L. Denning, Ph.D.
SIOP JOB PLACEMENT
Personnel Building—Room 320
700 E. Temple Street
Los Angeles, CA 90012

ALL REGISTRATION MATERIALS MUST BE RECEIVED BY MARCH 31, 1994. AFTER THIS DATE, ON-SITE REGISTRATION WILL ONLY BE PERMITTED.

SIOP JOB PLACEMENT SERVICES

Conference Job Placement Services

The first Job Placement Service at a SIOP conference was provided in 1993. It was considered an overwhelming success, with 132 job-seekers and 24 employers (advertising a total of 26 jobs) registering for the service. As a result, the Service will again be offered at the 1994 conference in Nashville. Based on the results of the 1993 SIOP Job Placement Survey and comments received directly at the 1993 conference, the Service has been modified and expanded for this year's conference.

As before, resumes and job descriptions will be submitted before the conference for compilation into notebooks which will be available for review during the conference by registrants for the Job Placement Service. A registration fee of $15.00 will be imposed this year to cover costs of the Service, as it proved to be an expensive addition to the conference. To encourage employer registration of jobs, the same minimal fee will be charged to both employers and job-seekers.

For the convenience of conference attendees, on-site registration with the Job Placement Service will be permitted, notwithstanding the logistic difficulties of providing this option. Registrants should make every effort to register in advance, as the on-site registration fee will be considerably higher, at $35.00, and the availability of photocopy equipment and other office equipment and supplies will be limited. Anyone registering on-site will be responsible for submitting all materials that pre-conference registrants must submit.

Due to popular demand, more copies of employer and job-seeker notebooks will be available for use, and every effort is being made to provide a larger, more private space for the Job Placement Service than was available last year. In addition, copies of the notebooks will be available after the conference for $25.00 each.

Anyone with questions or comments regarding SIOP's continuing efforts to provide Job Placement Services to its annual conference attendees and members is welcome to call Donna L. Denning (213-847-9134).

Job Placement Survey Results

A Job Placement Survey was distributed to each conference registrant at the 1993 SIOP Conference. Five hundred and eight completed surveys were received back in the collection boxes at the conference, for a response rate of approximately 33%.

Nearly all respondents to the SIOP Job Placement Survey (96%) agree that job placement services should be provided at the annual conference and that the service should be available to all members of SIOP and others who attend the conference.

Providing notebooks of resumes/vitae for employer review, and of job descriptions for job-seeker review, and a bulletin board for message exchanges are seen as essential elements of such a service, as over 90% of respondents endorse inclusion of these elements. In addition, 82% think that an interview sign-up schedule should be provided, and 70% or more think that private mailboxes, booths for conducting interviews, and a computerized message center should be included in the service. A large majority (85%) think that those seeking internships should be included in the service.

In response to an open-ended question asking what else should be included in the service, several people mentioned the need for on-site registration, a separate room for the placement area (or at least more space), the availability of a photocopy machine, and more copies of the notebooks. Several people think that copies of notebooks should be available for purchase after the conference, while others think that copies of job-seeker/position listings should be available prior to the conference. Finally, one person mentioned each of the following: A mechanism to elicit participation (i.e., position listings) from employers, the need for anonymity of job-seekers upon request, and the need to separate job listings by academic/consultant/corporate. Unspecified "computerization" was mentioned by one individual, and one person observed that everything should not happen at once—the introduction of new services should proceed at a reasonable pace, and each should be evaluated for continuation.

While a fairly high percentage of people think that the job placement service should be provided at no charge (46% for job-seekers and 23% for employers), more think that there should be a charge. On average, the maximum charge seen as appropriate for job-seekers is in the $10-$15 range and for employers in the $30-$45 range.

In response to a final open-ended question, survey respondents generally expressed approval for some sort of year-round placement assistance from SIOP. The current listings in **TIP** were frequently mentioned as being appropriate/helpful, although several respondents also mentioned that separate mailings of employment opportunities should be done, either twice a year (as the Academy of Management) or monthly (as NY METRO). Several also offered suggestions which would provide information immediately, such as an electronic bulletin board, a job line, or a database. The possibility of charging a fee for use of any of these services was also mentioned repeatedly.

Third Annual SIOP 5K Road Race

Preparations are being made for the 3rd Annual 5k SIOP road race, to be held in conjunction with the upcoming annual conference in Nashville. Race details were not finalized at the time **TIP** went to press, but the race course will be a flat 5 kilometers (3.1 miles). As an added incentive to runners and spectators, the race course will be within walking or jogging distance of the Opryland Hotel. Look for race information and entry forms in the mail soon and start training! Kevin Williams, who will be acting as Race Director this year and is the cross-country coach at University at Albany, has offered to send training programs to anyone interested. Training programs for all levels of interest and ability are available (from beginner to seasoned veteran). Just drop him a line—**E-mail: Bitnet KJW11@ALBNYVM1, Fax (518) 442-4867, or Psychology Department, SUNY Albany, Albany, NY 12222 (518) 442-4849.** He would also like to hear any suggestions that you may have for this year's race.

SIOP THIRD ANNUAL 5K ROAD RACE

Saturday, April 9th 7:00 a.m.

Official Entry Form

INDIVIDUAL ENTRY

NAME: ____________________

ADDRESS: ____________________

____

PHONE: ____________________

Age Group Awards (circle): 20-29 30-39 40-49 50+

Cadillac Division (Males > 198 lbs.; females > 166 lbs.): ________

Predicted time ___:___ Age on Race Day ____ Sex_____

Shirt Size: M___ L____ XL___

Individual Entry Fee: $10 *(make checks payable to SIOP-Race)*

TEAM ENTRY

You may compete in only one five-member and one two-member team in addition to your individual entry. There is an entry fee of $5 *per team* in addition to your $10 individual fee. This fee will be used to pay for team awards.

Team Name ____________________

5 Team Category: University___ Industry/Government___ Consulting____

2 Team Category: Mixed Doubles___ Advisor/Advisee___ Science/Practice___

List other team members: ____________________

____

I know that running a road race is a potentially hazardous activity. I should not enter and run unless I am medically able and properly trained. I agree to abide by any decision of a race official relative to my ability to safely complete the run. I assume all risks associated with running in this event, including but not limited to, falls, contact with other participants, the effects of weather, including high heat or humidity, traffic and the conditions of the road, all such risks being known and appreciated by me. Having read this waiver and knowing these facts and in consideration of your accepting my entry, I, for myself and anyone entitled to act on my behalf, waive and release, race officials, the City of Nashville, Opryland, volunteers and all sponsors, their representatives and successors from all claims or liabilities of any kind arising out of my participation in this event.

Signature: ____________________ Date: ____________

SEND COMPLETED FORM TO:

Kevin Williams, Department of Psychology
University of Albany, SUNY
Albany, NY 12222
Phone: 581-442-4849 Fax: 518-442-4867

IOTAS

Kurt Kraiger
University of Colorado at Denver

A quick thanks to those who braved the border and hit Toronto and APA. For the thousands of you who stayed away, you missed the rickshaw rides and seeing **Wally Borman** in a tie (complete with Birkenstocks). And an aside to **Frank Landy** and the crew from Penn State who attended APA: Do not ask for whom the bell tolls. . . .

That was then and this is now. Who do you like in the Super Bowl?

First and Ten

Shelly "Crazy Legs" Zedeck, just back from sabbatical, was recently named Chair of the Department of Psychology at the University of California—Berkeley . . . **Wayne Camara** passes along word that frequent **TIP** contributor, **Dianne Brown** has been promoted to Director of Testing and Assessment at APA. She will be directing testing and assessment activities in both policy and governance areas, including APA public policy initiative involving education and assessment. APA has also hired **Dianne Schneider** as a Research Program Officer in the Science Directorate.

❖ ❖ ❖ ❖

Al Glickman, now Eminent Professor Emeritus at Old Dominion, will be spending the spring semester as a visiting professor in the Psychology Department of Tulane. . . . **"Broadway" Joe Cranny** has moved from chairing the Psychology Department at Bowling Green to deaning the College of Arts and Sciences. **"Hacksaw" Hank Ruck** has been selected to be the new Chief Scientist for the Human Resources Directorate of the Air Force's Armstrong Laboratory. Hank succeeds **Bill Howell.**

Second and Long

SIOP members going corporate, going global: **Jerry Strimbu** has been appointed by the Leo Burnett Company, Inc. to the newly created position of Executive Vice President, Human Resources, leading both U.S. and international operations. But wait, there's more. Personnel Decisions, Inc. (PDI) has opened its first European office—Personnel Decisions Europe, Inc.—in Brussels. Check out the action in the Minneapolis airport: **Joe Colihan** has accepted a position with WFS Workforce Solutions, an IBM Company located in Twinky City. He is leaving HRStrategies in Detroit. **Joy Fisher Hazucha** has moved from the Minneapolis office to become that office's director. PDI also announced that **Tom Gehrlein, Amie Hedley, and Jeff "Boom-Boom" Schippmann** have joined their Dallas office as consultants. Dallas ain't Brussels, but how many European Football League championships have the Brussels Sprouts won? Forget I asked. . . . Also, **Susan Palmer** moved this summer from Wells Fargo Bank and California to "Wine Country USA," the University of North Carolina at Chapel Hill and the Kenan-Flagler Business School. Chapel Hill ain't Europe, ain't Europe, ain't even Dallas . . . Sorry, make that aren't even Dallas. Susan is the new Director of Corporate Relations, where she is heading three research centers and seeking ways of linking academic and corporate interests in the Research Triangle. . . . Passing Susan in flight was **Jay Gandy**, who left the U.S. Office of Personnel Management to join the Cooperative Personnel Services in Sacramento. Jay will continue to be physically located in Dee Cee under a cooperative agreement between the two agencies.

Many changes at Psychological Services, Inc. . . . In December, **Dick McKillip**, Vice President, retired from the Washington office. **Susan Stang**, the Director of the Cleveland office, assumed responsibility for PSI's Eastern Region. Meanwhile, **Johan Julin** and **Melvin Holcom** have joined PSI's Consulting Division.

SIOP members going, going, gone: **"Touchdown" Tom Baker**, of Practice Network fame, is now the proud papa of a baby daughter, his first. No wonder PN shrunk this month!

Half-Time Extravaganza

Keep your Michael Jackson! Can the band! In keeping with the Nashville atmosphere, **Frank Landy** and **Rick "The Toe" Jacobs** will host the first (and last?—ed.) annual country/bluegrass jam session at SIOP this year. Admission is by instrument—bring one or you can't come in! (Frank notes that a good North Carolina/Tennessee twangy singing voice and knowledge of bluegrass lyrics will qualify as an instrument. Other acceptable instruments include Guitar, Banjo, Mandolin, Fiddle, and Bass). If you are interested, call (814-865-3312) or FAX (814-865-3309) Frank. The size and location of the venue will depend on the response rate.

Hey! Hay! Take that Ball Away!

In an isolated incident (or is that an insolated isodent?), Hay Systems, Inc., formerly a subsidiary of the Hay Group, Inc. of Arlington, has merged with the Washington D.C. Hay Management Consultants office. The new General Manager will be **Joyce Shields**, who is also President and CEO of Hay Systems. **Greg Gormanous** was elected President of the Association of State and Provincial Psychology Boards for 1994-1995. ASPPB is an association of nearly all psychology licensing boards in North America. The Board owns and

sponsors the national licensing exam, the Examination for Professional Practice in Psychology. Greg's election means that he will have to give up his role as place-kicker for the New Orleans Saints.

Fumble!

Still reading? And to think, last issue there wasn't ENOUGH to fill a single IOTAs . . . Speaking of that issue, **TIP** apologizes to the Interdisciplinary Center for the Study of Work Teams, which we mistakenly placed at the University of Texas, not its true location at the University of North Texas. If you've followed the misfortunes of the Texas Longhorn football team, you would understand why other schools seek to distance themselves from that institution. **TIP** also apologizes to **Wally Borman** and **Paul Sackett**. However, **TIP** bristles at the notion that we would deliberately misspell a president's name just to keep them humble. SIOP presidents are ALREADY humble, none more so than past prez **Wayne Cazzio.**

Touchdown!

The American Academy of Management presented **"Flying" Fred Fiedler** with the "Distinguished Educator Award" at its national convention last August. The award recognizes excellence in teaching, communicating knowledge, and developing graduate students. Fred is professor emeritus of psychology at the University of Washington . . . **H. Ted Ballard** was honored by being named a Fellow of ASPPB for his work which has "contributed significantly to defining industrial/organizational practice in Georgia."

And Finally . . .

This issue of **TIP** contains a memorial to **Ralph Alexander**, who died from a heart attack this past October. The memorial contains testimonies from some of Ralph's closest friends and colleagues. Each recalls the time they first met Ralph. It is a measure of the man that I cannot remember such a time in our relationship. For years now, Ralph and I have had long talks each time we have run into each other at a SIOP conference or an Executive Committee meeting. Before I took over **TIP,** I had never had a reason to interact professionally with Ralph, yet long ago he easily became someone I looked forward to seeing at the conference. As you read columns by Bob Most and Karen May in each issue of **TIP,** know that the inspiration for those columns came from a talk I had several years ago with a former student of Ralph's, George Alliger. George was expressing his appreciation for the many varied lives Ralph has had—linguistic specialist in Vietnam, banker, hippie, race car driver—and I thought that the readership of **TIP** would want to KNOW this type of information about the names they see so frequently in the journals. Sadly, we never got around to Ralph. However, read the memorial and you will learn something of the man we will miss.

Ralph Alexander: A Memorial

Paul R. Sackett

As many of you have heard, Ralph Alexander, the Society's Financial Officer, passed away of a heart attack on October 23. This is a tragic loss to his family, friends, colleagues, students, and to the Society. Personally, I have long had great respect for Ralph as a scholar. I've been grateful for his work on behalf of the Society as Financial Officer. Most of all, I've enjoyed the pleasure of his company.

Should you wish to send a note to Ralph's wife, Mary, the address is 454 Inverness, Akron, OH 44313.

A memorial fund is being set up at the University of Akron. It will support a lecture series to be named in Ralph's honor. Donations to the fund can be sent to the Development Office, University of Akron, Akron, OH 44325, with the check made out to the University of Akron Foundation—Psychology Department. Indicate on the memo line that the donation is for the Ralph A. Alexander Memorial Lectureship Fund.

A memorial service for Ralph was held at the University of Akron on October 28. Wayne Cascio, a graduate school classmate of Ralph's, represented the Society at the service. A number of Ralph's colleagues offered recollections and reflections at the service. I asked Wayne, Jerry Barrett, and Bob Lord for permission to reprint here the text of their remarks at the service. All three agreed, and their remarks follow.

Ralph A. Alexander, 1938-1993

A Eulogy
Wayne F. Cascio

I'm here today in two capacities. In the first capacity, I'm here on behalf of the 2,500 members of the Society for Industrial and Organizational Psychology. Ralph was an elected officer of SIOP, and had been serving as our Treasurer at the time of his death. All of us in the Society feel a profound sense of loss, and we wish to express our sincere condolences to his wife, Mary, as well as to his surviving relatives and close friends here today. Within three days after Ralph's death became known, I received dozens of phone calls, many from former SIOP presidents, expressing disbelief and asking what could be done. At the very least, we wish to recognize formally Ralph's service to his profession, and to convey the deep respect that all of us in the profession hold toward Ralph.

As many of you know, I was a graduate student with Ralph at the University of Rochester. Since I knew him well, he asked me for advice after he'd been nominated to run for Treasurer of the Society. He was worried that his two opponents on the election ballot were formidable and much better known than he was. I knew that Ralph had been a banker in a previous life and so I told him, "Ralph, in your biographical statement that accompanies the ballot, put down that you were a banker. The people who will be voting are all I/O psychologists. They're trained to think in terms of KSAs—Treasurer . . . banker—there's a linkage there." Ralph won by a landslide. He was so proud to have won—and he served us well. He loved his profession.

I'm also here in a second capacity today—that of a friend. I want to tell you a story about Ralph that I've never told anyone before. I've never told anyone for two reasons: (1) it is personally embarrassing to me, but more importantly, because (2) it would be embarrassing to Ralph. However, since there is now only one of us left to be embarrassed, I don't mind telling the story, because it gives insight into Ralph the man.

The year was 1970. It was a bright, sunny August morning as I drove onto the University of Rochester campus for the first time. Since I'd never been there before, I had no idea where I was going. I parked my car, and asked directions to the Management Research Center, where I would meet my new professors and fellow graduate students. I was told to walk through a narrow alley between two buildings, and that the MRC would be just beyond that.

Now I must also tell you that I was fresh out of the military—probably the best trained artillery officer that was never sent to Vietnam. I'd been to all kinds of military training schools, and clearly was in a wartime frame of mind.

As I walked through the alley that led to the building I was going to, construction work commenced on the roof of one of the buildings adjacent to the alley. Some guy started a jackhammer with its loud—RAT ATAT ATAT! So what do you think I did? I dove face-first to the pavement, hands covering my head—with pens, papers, books, and pencils flying everywhere. I thought I was under attack.

People nearby were laughing uproariously—they thought it was hilarious. At about the same time, from my gutter-level view, I saw some guy in Jesus sandals, a tie-dyed T-shirt, wearing beads and a shoulder-length pony tail, walking rapidly toward me. He put his arm around me, helped me up, and stooped to help me retrieve my pens, papers, books and pencils. He said, "Hey, it's OK, it's OK, I know that pattern, I've been there. [I thought he was referring to his knowledge of lying face-down on a sidewalk!] I said, "You have?"

Then he stuck out his hand and said, "Hi, my name's Ralph, what's yours?" Little did I know then that I was speaking to a former U.S. Army Chinese linguist who'd been all over Vietnam, Laos, and Cambodia during the early

1960s! And so began a friendship that grew stronger, richer, and deeper over the ensuing 23 years.

At the UR, Ralph was going through his "anti-establishment" phase. He even changed the English nomenclature on the dashboard of the black VW beetle he drove. For example, windshield wipers were renamed "Drizzleflippen."

Ralph was one of the smartest people I ever met. We took at least six statistics and psychometric courses together, and although we both got "As," I always knew Ralph was better. He was solid as a rock—personally and professionally. You know how, when a big football player dies, some people refer to him as a "gentle giant?" To me, Ralph was not a "gentle giant," but rather a "gentle genius."

And as the years went by, we would always take time at the annual SIOP meeting or the Academy of Management meeting to go somewhere to chat—one-on-one. Ralph grew to love I/O psychology and his own work *more and more* (not less and less) over the years. Every year he would say, "I'm having a ball teaching and doing research"—and he truly was.

Now I first met Mary Alexander, Ralph's wife, just after she and Ralph celebrated their 7th wedding anniversary. I remember how the two of them were so bright and bubbly. You know what? Last summer at the APA convention in Toronto, they celebrated their 30th. I couldn't help but notice that they were both still just as bright and bubbly. What role models for the rest of us!

Now Ralph—I know you're out there listening. I want to thank you for being there so many times for me—beginning in that alley in Rochester. I'll miss you, and I'll never forget you. I love you Ralph. Goodbye.

REMINISCENCES ABOUT RALPH

Gerald V. Barrett, Ph.D., J.D.

I first met Ralph when he arrived at the University of Rochester in 1969 to begin his graduate studies. Bernie Bass and I had recently arrived from the University of Pittsburgh to start a new Ph.D. program in I/O psychology in 1967. Ralph arrived in 1968 while Wayne Cascio arrived in 1969 as early members of our graduate classes. This was when Ralph and I began our friendship and collaboration which extended over 25 years and resulted in over 75 publications, technical reports, and presented papers. We received funding for our research from the Office of Naval Research, the U.S. Department of Transportation, and the Androus Foundation, among other organizations.

As a graduate student, Ralph shed his conservative banker's suit for hippie attire, including bare feet. The only time he wore shoes during his graduate student days was when he was driving his ancient VW with a large rusted out hole in the floor board. This allowed him to put his foot on the road to stop the nearly brakeless vehicle.

In 1973, I accepted the position of Head of the Department of Psychology at The University of Akron. I asked Ralph if he wanted to join me in this high-risk adventure. It was high risk because the dean, provost, and president had informed me that I had five years to turn the new graduate program around, or it would be terminated, not to mention Ralph and myself.

Ralph readily agreed that he wanted to be part of this adventure so in the summer of 1973, Ralph with his new Ph.D. and two of my Rochester graduate students, Ben Forbes and Ed O'Connor, rented a U-haul truck and drove to Akron.

In the ensuing years, there are many episodes I could discuss. One time we found ourselves driving the California State Troopers high speed pursuit track and skid pan—we didn't crash. Another time we worked 20 straight hours on a court case with an attorney, giving him the firm's record for billable hours in one day—we won the case.

Instead of talking about those episodes, I would like to briefly note a talk Ralph and I had almost two years ago. It was in Montreal at the Annual SIOP convention. Ralph was at our annual University of Akron party. At 2 a.m. the only people remaining were my wife Pat, me, Ralph, and John Binning. Galen Kroeck had left earlier, since he was not used to drinking and holding late hours.

While we talked Ralph expressed the three important themes in his life. The first was his satisfaction with his life with Mary. He expressed great appreciation for her support and helping him reach his professional goals.

The second theme was his pride in The University of Akron graduate program. He said he never regretted the decision to join me in Akron. He enjoyed the collegial atmosphere in the department and his collaboration with other faculty. Most of all, he took pride in the department's reputation.

The third theme was his pride in our former students and their accomplishments. He like nothing better than to tell me how well his former students were doing.

When Ralph left at 7 a.m. that morning, I knew this was a man who was happy with his personal and professional life. He was proud of what he had accomplished and looked forward to each new day.

As a postscript, Ralph went from our room spending the morning talking to friends and former students. He then gave his usual incisive comments as a discussant at a symposium.

Ralph lived each day to the fullest and never looked back with regret. So should we.

RALPH A. ALEXANDER, Ph.D.: RECOLLECTIONS AND REFLECTIONS

Robert Lord

The first time I met Ralph was in 1974 when I interviewed for a job at Akron. Ralph, Jerry Barrett and Ken Wexley took me to dinner. Afterwards, they lit up cigars and gave me oral's for 3 hours.

Ralph and I still became friends. Ralph was always there if you had a question, and he was usually helpful. Through the years we talked about many things: catastrophe theory and moderated regression, but also about gardening and homebuilding.

Ralph was a dependable friend to me, but he was also a friend to our students and to his profession. He worked tirelessly on behalf of APA, SIOP, and the Academy of Management. I cannot describe all that he did, but you can gauge his impact by some of the efforts underway to honor him.

> Diana Stone indicated that she, Gene Stone and Rich Klimoski will make a family tree showing Ralph's academic lineage, the doctoral students he has had, and their doctoral students—one of whom, Rosalie Hall, is a member of our faculty.
>
> The Human Resource Division of the Academy of Management has made a substantial contribution to the Ralph A. Alexander Memorial Lectureship Fund at the University of Akron.
>
> The Human Resource Division of the Academy of Management will name their dissertation award in Ralph's honor.
>
> The Resource Methods Division of the academy has indicated that Ralph will be the first person honored by the Sage Memorial Best Doctoral Student Paper Award.
>
> Angelo Denisi is going to dedicate the first issue of the *Academy of Management Journal* under his editorship to Ralph, who served briefly as one of his associate editors.

I am sure there will be many other tributes. Since his death, I have heard from many people from all over the world who have been saddened by Ralph's passing and want to know what they can do to help or to honor him.

To me, that last Friday seemed like an ordinary day. Ralph and I walked over to get coffee about 7:30 in the morning and we talked about work, our families, and what the weekend weather would be like; we had a dissertation defense for one of Ralph's students at 10; we had a tenure meeting at noon and a faculty meeting at 1 p.m.; about 3:30 I heard Ralph's door close as he left for the weekend.

The last time I saw Ralph was a bit earlier in the day. He was walking down the hall and stopped to show me the galley proofs for a *Psychological Bulletin* article he authored with Rick DeShon. Ralph was pleased with the publication personally, but it was Rick's accomplishment that meant the most to him.

Ralph felt that way about all our students. He understood their struggles to master their profession and do their own research, he was willing to help in any way he could, and he was delighted by the fact that so many students went on to have successful careers of their own.

Ralph was a wonderful scientist, teacher and colleague. I'm proud and fortunate to have been his friend.

Ann Howard: Gaining Perspective

Robert Most
Consulting Psychologists Press and Mind Garden

Ann Howard has a diverse experience *in* and a broad perspective *of* I/O psychology. She spent many years in personnel selection and survey work, then she went back for the academic training. After her degree she conducted basic research at AT&T combining the analysis of the individual with organizational advancement. Now she is president of a non-profit organization studying both individual characteristics and organizational change.

Ann seems to have had the ideal start to life. She grew up in Salisbury, Maryland, a town tucked between Chesapeake Bay and the Atlantic Ocean. Her father was a physician and she was the middle child of three sisters. Ann adored classical music and ballet. Her piano lessons occupied her from age eight through high school and her ballet lessons began when she was two, as she imitated her sister being instructed in their home.

Ann always found herself at the top of the class and earned the reputation as a "brain," especially in math. Because Ann was female, being at the top scholastically was a source of derision in the 1950s, so she concealed her grades on papers and report cards (to no avail). The social problems associated with excelling led her to decide to go to a woman's school, Goucher College.

At Goucher she first majored in mathematics but found it too abstract. She next tried economics, and though fascinated with business and the workings of the economic system, she felt uninspired by the faculty. Finally, she settled on psychology and loved all aspects from conditioning a rat to visiting the back wards of a mental hospital. Like most women during those times, she did not aspire to a long-term career and did not seriously consider graduate school. Combining her interests in psychology, math, and economics, she deduced that she should work in a personnel department in private industry. Her first job was at the Insurance company of North America (INA, now called CIGNA) in Philadelphia.

At INA she combined research, primarily with attitude surveys, with some post-employment and exit interviewing. She also experienced her first employment-related gender bias, which was quite explicit in the early 1960's. For example, she conducted research with a personality instrument for two years before she was permitted to attend off-site training in its interpretation. Men had a more immediate training path. When she asked her boss about this, he said, "Too bad you're a woman. You have potential."

After four years in Philadelphia she decided to move to San Francisco to join some friends and expand her horizons. Her first job there was at the Bank of America working with economist Les Dobyns to form a new unit in

manpower planning. Dobyns resigned two weeks later, but the bank would not permit Ann to head up a new unit and eventually assigned her to supervise a group of clerks in the administration of customer opinion surveys.

Because the opinion survey work was mechanical and boring, Ann devised special assignments to improve the work and enhance the morale of her dispirited group. Her subordinates responded enthusiastically to the job enrichment and support and were soon polishing off their week's quota of routine work on Wednesday, looking forward to a special assignment. Ann approached her supervisor to discuss her future at the B of A and learned that there were no hierarchical career paths for women, regardless of the excellence of accomplishments.

Ann left the B of A to work for her former boss, Les Dobyns, at Provident Financial Corporation, a holding company for savings and loans. Ann set up a selection system and installed several tests, including a personality test-job matching procedure of J. P. Cleaver Co., for which she had finally received training at INA. When the business took a downturn, the President dismissed Dobyns and asked Ann to handle his job. However, he would not offer her Dobyns' Vice Presidential title and certainly not his salary; in fact the President said he couldn't even give her a raise. Ann accepted the job for the experience, but she left soon after to booster her credentials by pursuing a Master's degree in industrial psychology at San Francisco State. When she informed the Cleaver company that they were losing Provident Financial as a client, they offered her part-time work conducting job analyses at a trucking company in Berkeley.

Ann's advisor at San Francisco State, John Del Torto, encouraged her to continue for a doctorate, and following an interview with Ed Ghiselli, she was accepted at Berkeley. However, she never attended because she married and her husband's job took them to Los Angeles. She continued working for the Cleaver company in L.A., although she discovered later that her salary had been determined by an investigation of her husband's earnings, in order to pay her less. Their reasoning was that this would avoid generating family dissension. Eventually Ann began to work with a psychologist partner in the Cleaver enterprise, Leo McManus, who was much more supportive of her career.

Ann's work in test validation during early civil rights challenges convinced her that she needed more formal education. But before she could enter UCLA, her husband became disenchanted with his career and they headed for Maryland. The University of Maryland accepted her as a student in industrial psychology, and she was finally able to pursue her doctorate.

At the University of Maryland, Ann was primarily interested in personnel selection and had Jack Bartlett as her advisor. Opportunity arose after she wrote a paper about assessment centers for an advanced seminar led by Bartlett and Irv Goldstein. The paper was inspired by a symposium at the APA convention that included participants Doug Bray and Bill Byham. Ben Schneider urged Ann to publish the paper, "An Assessment of Assessment Centers." It appeared in the *Academy of Management Journal* (Howard, 1974) and was subsequently reprinted in two different books of readings. The paper attracted the attention of David Campbell, who invited her to a conference at the Center for Creative Leadership. There she met Doug Bray and other I/O practitioners. An unexpected vacancy at AT&T led to a job offer a few months later. Ann readily accepted and, now divorced, moved to New York.

Ann was assigned full-time to the Management Progress Study (MPS), the AT&T longitudinal research of managers using assessment center methodology. Don Grant was her first boss, but after test validation increasingly claimed his time and energies, she reported directly to Doug Bray. She was given the task of preparing for and launching, with Doug, the 20th-year MPS assessment.

Upon hearing Ann and Doug present their early findings about managers in mid-life, personnel vice presidents from the 23 Bell telephone operating companies questioned whether their recent management recruits, a generation behind the MPS participants, had similar characteristics. To answer the question, Doug's boss authorized the Management Continuity Study (MCS), which launched a second cohort into the longitudinal assessment analysis. The MCS managers were nearly 1/2 female and 1/3 members of minority groups, a byproduct of the women's revolution and civil rights advancements. Ann and Doug's work on both studies culminated in the book *Managerial Lives in Transition: Advancing Age and Changing Times* (Howard & Bray, 1988).

Their book was cited by the Academy of Management in 1989 as the best management book published in the previous two years. It is unique not only for the amount and scope of information about managers but also in the use of personal case vignettes to illustrate results and a discussion of the political and social climate that puts the managers' lives in perspective. Among the many fascinating results of the research was that an assessment center is quite a good predictor of management potential and progress over an extended period of time; personality seems to have a stable core but there is definitely longitudinal change; upper-level managers decline in nurturance but remain less authoritarian than those at lower levels (what Ann calls "cool at the top"); upper-level managers gain in their involvement over time while lower levels decline; baby boom managers are more work involved but less concerned with advancement than their predecessors; and women managers are no less capable than men.

In 1986, AT&T's Personnel Department faced its first major downsizing, which did not bode well for basic research. By this time Doug Bray had retired from AT&T, an event he immediately preceded by marrying Ann (after a 6-1/2 year secret engagement necessitated by AT&T's nepotism rules). Doug broached the idea to Senior Vice President of Personnel, Wes Clarke, that the

analysis be continued outside of AT&T with public funding. After 2 and 1/2 years of political and legal discussion, Ann and Doug were able to make the 10,000 pounds of material the property of the Leadership Research Institute, a non-profit organization they formed of which Ann is the President and Doug the Secretary-Treasurer.

Ann accomplished an amazing amount for SIOP during her 12 years at AT&T and 6 at LRI. For example, she studied credentialing of I/O psychologists while Chair of the Professional Affairs Committee (Howard & Lowman, 1984); brought artwork and improvements in content and style to **TIP** while Editor; streamlined and consolidated SIOP accounts while Secretary-Treasurer; created the Administrative Manual while President-Elect; oversaw the Bylaws and calendar changes that encouraged SIOP's independence from APA while President; analyzed data from the first membership survey while Past-President, producing the report *The Multiple Facets of Industrial-Organizational Psychology* (Howard, 1990); and is now finishing her term as a Representative to APA Council. Ann has left quite a legacy.

Currently, research with the AT&T data continues at the Leadership Research Institute in New Jersey. Ann is editing two books, one for each of the SIOP book series, for which she also serves on the editorial boards. Her book for the Professional Practice series is on integrating approaches to organizational diagnosis, and the Frontiers volume is on the changing nature of work. She is also collaborating with Development Dimensions International on a multi-organizational survey of how leadership practices among lower and middle managers are changing with the empowerment of workers.

One common theme in Ann's work has been studying people's lives. This offered her great enjoyment at AT&T, where the longitudinal research covered as many as 20 interviews and three 3-day assessment centers full of simulations, tests, and other exercises. She told me, "Traditional personnel selection techniques give just a small snapshot; we shouldn't kid ourselves that we generate the whole picture of an individual from a few tests. We have to think about the various influences on people, where they come from and there they are going. In the longitudinal research we found a stable core of characteristics, but people are still flexible and adaptable. The stable core permits some prediction of behavior, but flexibility and adaptability means that people fortunately are able to grow and change."

Why has Ann been so successful? I believe it has to do with the notion of continual improvement. She came into the world with a number of assets and she is always improving them; for example, even though she is an excellent writer and speaker now, she has recently taken writing and speaking courses and looks forward to more. For SIOP, AT&T, and every job or project she has had, she has looked for and instituted improvements.

Ann has gained a lot of perspective through her career. Perspective of gender bias, longitudinal development, person to organizational fit, and social change to personal characteristics. Perhaps this breadth is one of the reasons she has been so successful working for SIOP. She also is one of the most pleasant people that you might have the pleasure to work with. Ann is a wonderful example of integrity, breadth, and hard work combined with a lot of innate ability.

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SIOP Executive Committee Highlights

Nancy T. Tippins, Secretary

As you may recall, the Executive Committee decided to keep the membership of SIOP informed about the issues that confront our organization by communicating its activities in **TIP.** This summary covers the discussions and decisions of the Executive Committee meeting held September 11-12, 1993. If you have questions or comments, please feel free to contact any of the Society Officers or Committee Chairs who are listed on the inside cover of **TIP.**

1) Four important decisions came out of the September meeting. Background on the first three items is provided in the text.
   1) The Executive Committee reviewed the criteria for membership and decided to make no changes at this time.
   2) The Executive Committee passed a resolution that affirmed the Code of Conduct of APA as adopted in December, 1992.
   3) The Executive Committee voted on and passed two resolutions presented by the Fellowship Committee. 1) Candidates for fellowship will no longer be voted on by the general membership at the Business Meeting during the annual conference, 2) The Bylaws will be amended to emphasize both science and practice as criteria for fellowship. The SIOP membership will vote on these bylaw changes at the next business meeting in Nashville.
   4) Because of increased costs for the Society Conference, conference fees were raised:

	Pre-Registration		*On Site*	
	From	*To*	*From*	*To*
Students	$35	$40	$35	$40
Members	$55	$70	$80	$95
Non-Members	$100	$125	$125	$150

2) A number of Society members have been appointed or elected to various committees or offices in SIOP, APA, and other organizations:
   1) Manny London will chair the Professional Practice Series. Four people, Walt Tornow, Allen Kraut, Nita French, and Pat Dyer, have been newly appointed to the Editorial Board and join Vic Vroom, Warner Burke, and Ann Howard who continue to serve.
   2) An ad hoc group to look into a historian position for SIOP will be chaired by Frank Landy and will include Jim Austin, Paul Thayer, Laura Koppes, and Mike Gordon.

3) Loriann Roberson will head a Diversity Task Force. Fifteen SIOP members have been asked to serve on the task force and link the work of the task force to one or more standing committees.
4) Rich Klimoski and Mike Campion have been elected as APA Council Reps representing SIOP and will replace Wally Borman and Ann Howard.
5) Wayne Camara will direct the effort to re-write the APA *Standards for Educational and Psychological Tests.* Issues that will be of interest to SIOP members include computerized testing, the impact of ADA and CRA, performance based and portfolio-based assessment, and validity generalization. Two SIOP members, Jo-Ida Hansen and Paul Sackett, have been appointed to serve on the Joint Committee on *Standards for Educational and Psychological Tests.* The APA Council has appointed Jim Farr to monitor the work of the Joint Committee. At this time, SIOP will not appoint a representative to monitor the work of the Committee.
6) The National Academy of Sciences has appointed a Board on Testing and Assessment to deal with technical and policy problems in testing and assessment. Two SIOP members, Neal Schmitt and Jim Outtz, have been asked to serve.
7) Rodney Lowman was nominated by SIOP and appointed by the American Association for the Advancement of Science (AAAS) to its steering committee on the OD-HSD Clearinghouse on Professional Ethics Information.

2) Two printing events have occurred this year. A new membership directory that includes degree, year, and institution, as well as ethnic background information has been printed and was mailed to members in early September. The SIOP *Principles* have been reprinted and are currently available through the Administrative Office.
3) SIOP has forwarded the Scientific Affairs Committee score adjustment report to Dianna Johnston of the EEOC. The Scientific Affairs Committee is beginning to study the issue of banding and requests input.
4) Prior to the Executive Committee meeting, the Long Range Planning Committee (LRP) devoted a day to identifying and discussing SIOP's most pressing issues. A number of issues were presented to the full Executive Committee and Committee Chairs. Here is a brief summary of issues and the action being taken:
    1) *Licensure.* Recent changes and intended changes in state laws suggest that SIOP should consider again the issue of licensure for I/O psychologists. Some states have passed or proposed laws that will not recognize a licensing exemption for I/O psychologists. In order to "practice psychology" in those states, an I/O psychologist must be licensed. The licensing laws have been primarily influenced by

clinicians so requirements for licensure tend to reflect clinical psychology training models and not I/O training models. Paul Sackett will appoint a task force to make a recommendation to the Executive Committee on how licensing issues should be addressed.
    2) *Membership.* Two issues regarding membership have surfaced repeatedly in the last few years. The first issue regards the value of requiring membership in APA or APS to qualify for membership in SIOP. The discussion around this issue focused on the benefits we receive from our affiliation with APA and APS and the importance of emphasizing our psychological roots contrasted with the value of broadening our membership. Many members voiced concern about the possible redundancy of SIOP with other organizations if the membership requirements were changed. A straw vote affirmed the current APA or APS membership requirement.

    The second issue concerns changing our current policy of restricting Society membership to individuals who have earned a Ph.D. degree and allowing individuals with Masters degrees to participate in SIOP as associate members who receive all benefits except the privilege of voting and holding office. Again, a straw vote supported the current Ph.D. degree requirement.
    3) *Ethics Code for SIOP.* Several issues regarding ethics have been identified. First was the question of whether SIOP needed its own Code of Ethics. Members of SIOP who are members of APS but not APA are essentially uncovered by a Code of Ethics. The Executive Committee passed a resolution that affirmed the Code of Conduct of APA as adopted in December, 1992.

    The second ethics concern was SIOP's *Ethics Casebook* that no longer matches the new Code of Conduct. Ron Johnson and the Professional Affairs Committee have agreed to update the Casebook.
    4) *Communications within SIOP.* Timely communications within SIOP is a concern for many. Several suggestions were brought forward: 1) electronic bulletin boards, 2) altered format of business meeting, and 3) alternatives to **TIP** schedule constraints. Wayne Camara will continue to research how an electronic bulletin board could be implemented for SIOP. The **TIP** committee will explore ways to supplement **TIP**, speed up the production process, reduce the lag time between submissions and printing, etc. LRP will continue to explore alternatives to facilitate communication among SIOP members.
    5) *Following vs. Leading.* Many SIOP members are concerned that I/O psychologists are not on the leading edge of societal changes. Many want better ways to identify initiatives that affect our work and opportunities to contribute. Related to these concerns are issues

involving a perceived trend toward narrowness in our field, creation of technicians, and failure to produce "thought leaders." Three major areas for further study were identified: 1) communicating to the public, 2) communicating among ourselves, and 3) scanning and monitoring the environment and dispersing information quickly. LRP will continue to work on ways to enhance SIOP's ability to communicate with the public in general. Communications within SIOP were addressed in the fourth issue and will continue to be discussed. Paul Sackett, Ron Johnson, and the Professional Affairs Committee will work on identifying ways to scan the environment and provide information to SIOP members promptly.

6) *Equation of Psychologist with Health Care Provider.* Many clinicians use the term "psychologist" to mean health care provider. In order to protect the I/O psychologist's right to use the term meaningfully, Paul Sackett has suggested that SIOP members take active steps to prevent the word "psychologist" from being used to refer to health care providers exclusively. SIOP members should forward examples to Paul.

7) *Definition of the Mission of SIOP.* LRP will develop additional language for SIOP's bylaws that will emphasize the practice of psychology as well as the science of I/O psychology.

8) *Graduate Education.* The final LRP issue discussed concerned the question of whether we are preparing students for the worlds in which they will work. In general, most believe that we do a good job of providing content and methodological instruction. Many believe that we are less successful at teaching business skills: communication skills, problem solving skills, project management, professional issues, ethics, etc. Paul will work with Jan Cleveland, the chair of the Education and Training Committee, to develop a needs analysis.

5) The Fellowship Committee has been studying a number of issues regarding Fellowship including the criteria for fellowship, who votes on fellowship, how names of candidates are circulated to the SIOP membership, the nomination process, etc. As stated before, two changes have been voted on by the Executive Committee: 1) the vote on fellows by the general membership at the Business Meeting during the annual conference will be eliminated and 2) the bylaws will be amended to emphasize both science and practice as criteria for fellowship. The general membership will vote on the bylaws changes at the next business meeting in Nashville.

Flunking Testing: Is Too Much Fairness Unfair to School Kids?[1]

C. Boyden Gray and Evan J. Kemp Jr.

The most comprehensive literacy survey ever done by the Department of Education recently revealed that nearly half of all adult Americans lack the basic skills and knowledge to hold a decent job today. Yet even America's best high school students, as international comparisons reveal, rank far behind students in countries challenging us in the multinational marketplace. Tomorrow's jobs will demand still higher language, math and reasoning skills.

How can we meet this demand? "Provide incentives," American Federation of Teachers President Al Shanker has said. "Pay attention to student achievement in high school, and make it count for something."

President Clinton and his secretaries of labor and education hope that by establishing national skill standards, their proposed "Goals 2000 Educate America Act" will help make student achievement count for more when it comes to getting a job. That's certainly a worthy objective. But, as a Washington Post editorial on Aug. 30 noted, the administration's standard-setting efforts "set off a sharp civil rights fight." Why? Because statistically driven civil rights enforcement policies still have the unintended side-effect of discouraging employers from rewarding educational achievement and students and workers from investing in learning. As a result, a generation of American youth have been led down a dead-end road of low achievement paved with the best of intentions.

Skills and abilities are developed through the investment of individual effort. The employment discrimination civil rights scorecard, however, is kept for groups. That scorecard is kept by the Department of Labor's Office of Federal Contract Compliance Programs, which administers Executive Order 11246, and by the Equal Employment Opportunity Commission's (EEOC) Uniform Guidelines on Employee Selection Procedures, which make employers liable for charges of employment discrimination when racial, ethnic or gender groups are not equally—that is, proportionally—represented in their work force. Any substantial difference among racial, ethnic or gender groups in the proportions hired or promoted can make an employer the target of a lawsuit charging "disparate impact."

Yet it is hardly surprising that in many labor markets and firms, such disparate results occur even when employers assiduously avoid group-based discrimination. This is because the educational achievements of groups remain

[1] Reprinted from *The Washington Post*, September 19, 1993

so radically different on average. For example, the Department of Education reported in 1990 that 12 percent of white 20-year-olds, 22 percent of African Americans and 40 percent of Hispanics had failed to complete high school. (That this has more to do with the incentive structure of the schools than the race or ethnicity of the students is borne out in the research of University of Chicago sociologist James Coleman. He reports that African-American and Hispanic students in Catholic high schools nationwide are three times less likely to drop out in four years than their public school counterparts.)

Nevertheless, the employer who would give credit to the applicant who worked hard and got a diploma is at risk of being slapped with a Title VII lawsuit because of disparities in hiring caused by group differences in graduation rates.

Thanks to the minimum competency testing movement, the news from America's schools is not all bad. Several dozen states now require that no student be given a high school diploma without first passing a test of reading in everyday English and simple arithmetic. As psychologist Barbara Lerner observes, "The message to every student was, 'You need these skills to be a contributing member of our society and our society needs your contribution. These skills are so central to your ability to make that contribution that we won't let you move ahead without them.'

"On the first few tries, 80 to 90 percent of Florida's minority students failed the test. But they were not crushed, as the experts predicted, and they did not give up and drop out in droves without diplomas. They kept trying, and their teachers did too, working hard to help them learn from failure and, ultimately, to master the skills they needed to graduate. By the fifth try, better than 90 percent of them did just that. They left school not just with a piece of paper, but with basic skills that prepared them better for life than their older siblings had been when they left the same schools in the early 1970s. Not yet well prepared, but significantly better prepared."

This good news cannot, however, make up for the fact that there currently are virtually no objective educational measures or employment tests on which all racial, ethnic and gender groups perform the same. And whether the tests cover math, reading or science either at the high school or college levels, the group differences are often large. As a result, according to Cornell labor economist John Bishop, to avoid the cost of Title VII litigation and/or the loss of federal contracts, employers have stopped requesting diplomas or transcripts. In fact, several years ago even the federal government stopped giving typing tests for secretaries.

Discouraging employers from taking educational achievement seriously can't help but undermine students' incentives to take school seriously. Worse yet, discrimination policies may actually reward poor performance. Prior to the passage of the Civil Rights Act of 1991, "affirmative action" practices known as "race norming" and "gender norming" allowed employers to avoid the "disparate impact" of objective standards. "Race norming" (sometimes called "within-group scoring") means comparing African Americans only with other African Americans, Hispanics with other Hispanics and "others" (whites and Asians) with "others." Group differences are camouflaged by using different passing scores for different groups. Thus, relatively better qualified candidates from preferred, but lower scoring groups, are identified. Race norming, however, destroys incentives for individual improvement in less qualified groups because the poorer a group scores, the more bonus points all members are awarded.

The 1991 Civil Rights Act banned "race norming," but the legislation was silent about the executive order and the Uniform Guidelines, which do not involve race norming as precisely defined by the act and which will therefore continue to put employers at legal risk if the Clinton administration chooses to let them stand unchallenged.

Even the outright prohibition on "race norming" is now circumvented by so-called "diversity-based sliding bands." In a decision handed down last November, the 9th U.S. Circuit Court of Appeals ruled that San Francisco's promotion of minority police officers from lower-scoring bands on an employment test was an acceptable form of affirmative action under the 1991 Act. The practical effects—and perverse incentives—of "diversity-based sliding bands" are the same as "race norming" because better scoring applicants are passed over for those of preferred gender or race whose scores fall within a band deemed acceptable.

And what does all this have to do with improving the skills of American workers, the goal of the Educate America Act? The bill, introduced in Congress on April 22 and awaiting floor action in both the House and Senate, would create a national board to establish voluntary skill standards and measures of workplace competence for a number of occupations. The assumption is that applicants will want to obtain certification of their occupational skills and employers will want to use such information in hiring more productive workers.

So far, so good. But the initial draft of the legislation also required that the board "include methods for validating the fairness . . . and avoid disparate impacts which means substantially different rates of certification against individuals based on race, gender, age, ethnicity, disability or national origin."

Because measures of occupational competency are also likely to reveal group differences, the bill's call for "fairness" by "avoiding disparate impact" has the practical effect of requiring the very score adjustments to obtain numerical parity that Congress prohibited when it passed the Civil Rights Act of 1991.

While the mark-up of this education bill removed the disparate impact prohibition language, new language now specifically provides that promulgated skill standards may not be used as a defense in Title VII

litigation. Talk about perverse incentives: The bill will encourage the use of national skill standards while at the same time allowing employers to be sued for likely "disparate impact" when using those standards.

The Clinton administration cannot seriously expect employers to voluntarily invest in education, apprenticeship and training when they are held liable under the Uniform Guidelines and Executive Order 11246 for likely racial, ethnic and gender differences on such measures. Simply calling for national occupational skill standards that both provide useful measures of work skills and abilities but have no "disparate impact" won't make it so. Such objective standards have yet to be found. The more likely outcome is either that many of the standards will be so watered down as to be useless to employers or that employers will be afraid to use them.

Already the Citizens' Commission on Civil Rights and the American Civil Liberties Union are pressuring the Clinton administration to champion class-action litigation based on statistical group comparisons. Here is where candor counts because, as Stuart Taylor recently wrote in Legal Times. "[An] increasingly serious cost is the inherent dishonesty and unfairness in branding as discriminators employers whose only sin is hiring the best employees they can find."

As thousands of employment test validity studies continue to demonstrate, an individual's verbal and quantitative reasoning skills are strongly related to that person's productivity in virtually all jobs. The armed services, for example, have found that during the first four-year enlistment, ability differences are not eliminated through training. According to the Pentagon's report, "The low-ability group's performance lags behind the high-ability group's performance, no matter how many months of on-the-job experience have accrued."

Over the past decade the military has sought to improve the quality of its recruits by imposing a requirement that all recruits have a high school diploma or its equivalent. This hiring flexibility is available to the armed services because the Pentagon is not subject to the Uniform Guidelines that straitjacket civilian employers. In part as a result, the military has substantially improved its readiness and capacity. How much similar improvement in the civilian work force (and in the high schools themselves) would result from granting civilian employers the same latitude to regard better high school performance without the risk of litigation?

The American dream of upward mobility depends upon education to open the doors of opportunity. Since employers are no longer inquiring about grades and diplomas because of liability concerns, according to AFT's Shanker, "the kids who have done their best in high school have about the same chance of landing a job as the ones who just put in time. And they probably get the same starting salary. Perhaps this system was intended to create a level playing field—if what kids learn in high school doesn't really count in getting into college or getting a job, no one can be disadvantaged. But the fact is everyone is hurt: schools, colleges, employers and most of all students. Letting people know that their efforts won't matter is a good way of making sure they don't try very hard.

If President Clinton is serious about educational improvement and skills training investment, a good place to start would be for him to use his power to erase Executive Order 11246 and begin the regulatory process to revise the Uniform Guidelines so that every student and worker in America will come to know that their personal efforts do matter, both for their own advancement and for the country's future.

Assessing Fairness Requires Understanding the Issues

Sheldon Zedeck, Wayne Cascio, Irwin Goldstein, and James Outtz

In a Washington Post, September 19, 1993 column, C. Boyden Gray and Evan J. Kemp bemoan the lack of incentives for achieving a high school diploma in one's pursuit of employment in the U.S. labor market. Administration attempts to establish national skill standards are not likely to be successful because they will " . . . set off a sharp civil rights fight" and consequently employers are left with little alternative. Gray and Kemp cite facts and figures to illustrate their point that " . . . there currently are virtually no objective educational measures or employment tests on which all racial, ethnic, and gender groups perform the same." The result of this situation, according to Gray and Kemp, is that employers are attempting to avoid litigation by lowering standards or adopting selection strategies such as "race norming" whereby "Group differences are camouflaged by using different passing scores for different groups."

In that same article, Gray and Kemp equate the use of race norming with another technique known as the "sliding band" strategy. We take issue with Gray's and Kemp's equating of a "sliding band" strategy for using test scores for hiring purposes with "race norming." Gray and Kemp state that the 1991 Civil Rights Act prohibition of "race norming" is

> " . . . now circumvented by so-called 'diversity-based sliding bands.' In a decision handed down last November, the 9th U.S. Circuit Court of Appeals ruled that San Francisco's promotion of minority police officers from <u>lower-scoring bands</u> (underline added) on an employment test was an acceptable form of affirmative action under the 1991 Act. The practical effects—and perverse incentives of 'diversity-based sliding bands' are the same as 'race norming' because better scoring applicants are passed over for those of preferred gender or race whose scores fall within a band deemed acceptable."

There are three problems with the above statement. One, the sliding band procedure is a strategy whereby bands of test scores are established via statistical formulae such that *all* scores within the band are considered close enough to warrant equal consideration. Bands take into account the fact that some differences between test scores are not statistically different from one another. No test used for employment measures people without error. The larger the error, the wider the band within which scores are considered close to warrant equal consideration. If scores warrant equal consideration, then the interpretation is that any applicant within the band should have the same opportunity for selection. Factors other than the test score need to be considered in order to choose one or more applicants within a band. It is *incorrect* to state that selections are made from "lower-scoring bands" or that "better scoring applicants are passed over."

Two, the organization may use a number of criteria to select within the band. The choice of which criteria to use should be based upon factors important to the success of the organization. Since the strategy is used when there are more applicants than openings, the choice of whom and how to choose from within the band becomes crucial. The 9th U.S. Circuit Court of Appeals upheld a strategy whereby for those within the band, selections would be made on the basis of what are referred to as "secondary criteria," or criteria that are not measured by the examination. In the San Francisco case, these criteria include professional conduct, training and experience, and *education,* in addition to affirmative action. The "sliding band" procedure, at least in the particular instance endorsed by the Court of Appeals for the City of San Francisco (and upheld by the Supreme Court, which denied *certiori),* does require consideration of education, such as the holding of a diploma, degrees attained, and other such factors. Accordingly, the "sliding band" does not provide for "perverse incentives" as argued by Gray and Kemp, but rather supports the incentive for education.

Three, there is an underlying notion in the Gray and Kemp column that the "sliding band" procedure adjusts scores to provide minorities unwarranted opportunity for employment. This is quite incorrect. There is no adjustment of any score. If there are no minority applicants in the top band, then no minorities can be chosen. A test score, not one's membership in a racial group, determines whether applicants will be considered for jobs.

Gray and Kemp conclude their column by urging President Clinton to erase an Executive Order (11246) that, in our view, has resulted in test fairness for applicants, and to revise Guidelines that relate to government's monitoring of employers' use of selection procedures. They argue these actions will serve to provide incentives for educational improvement. True, we need to provide incentives for education, but we must also maintain fairness, both perceived and real, in job opportunity.

Some Reminders/Changes for JAP

Philip Bobko
Rutgers University
Incoming Editor

Beginning January 1, 1994, there are some changes/adjustments to the *Journal of Applied Psychology* (JAP). In order to help keep the JAP office an efficient one, I would appreciate your attention to these adjustments:

1. The new address for submitting manuscripts is
   JAP Editorial Office
   P.O. Box 130
   Skillman, NJ 08558
2. Based on increases in the number of submissions to JAP, APA has allocated three associate Editor positions. The Associate Editors are Kevin Murphy (Colorado State), Craig Russell (Louisiana State), and Eugene Stone-Romero (SYBT-Albany).
3. Five (5) copies of each manuscript should be sent at the time of submission. (Note that JAP used to require four copies.)
4. We will be using blind review at all times; therefore, each submission must be in blind ("masked") format. For example, material that appears on the "Author Notes" page must now appear as a footnote on the title page. Please see the APA Publication Manual (3rd edition) for further specification.
5. Any article published in JAP (even a methodologically focused one) should make a contribution to what we know about applying psychology to particular (or general) domains.

6a. In every issue of JAP, one can find very interesting and useful ideas about applied psychology. We hope to (a) make these ideas more prominent, (b) make them more widely read, and (c) increase the likelihood that each issue is more thoroughly perused. As one way to accomplish this, we will be publishing articles in a larger print (pitch) size. On the other hand, the number of published pages must remain fixed. Therefore, to accomplish our objectives, we anticipate making greater use of what have been called Short Notes.

6b. As has been the case **two** types of publications will routinely appear in each issue. The publications previously labeled "Articles" will be called "Feature Articles." The "Short Notes" will be relabeled "Research Reports" (see Instructions to Authors, in JAP, for length limitations). It is anticipated that at least half of the publications in each issue will be labeled "Feature Articles." Publications of lesser scope, or ones that could be characterized as important replications of prior ideas, will be

candidates for Research Report status. Note that "scope" and "contribution" (hypothetical constructs, to be sure), and not necessarily length, are the identifying characteristics of "Feature Articles." To the extent that Research Reports are used more often, we might also have space to draw out more theoretical development and cross-disciplinary thinking in the Feature Articles.

Thanks for listening. I look forward to working with you throughout the years.

Practice Network

Practice Network is committed to providing a forum for the discussion of issues and ideas affecting I/O practitioners. You talk, I write, and your name goes up in bold print—it's really very simple. As I write this (November) my first child has been born so I now am available to speak with you 24 hours a day at (303) 530-8143.

Doug Bray: A Conversation

It's important, although not always easy, to take a good hard look at yourself. Grab a trusted friend who has been around the block a few times and sit down to discuss where you are getting off-track.

Practice Network had just that sort of conversation recently with **Doug Bray** (Chairman of the Board, DDI). Doug has a perspective unique among I/O practitioners. His driving conviction is that the goal of I/O psychology is "the application of psychology to organizations" and he is concerned that our field is getting off this track.

1. *Researchers.* "Our academic research group has developed a life of it's own and is not attuned to what's happening in the business world or what's applicable to I/O practice needs." Caught between a rock and a hard place, even the best academic researchers find themselves pressured to publish carefully controlled scientific studies in professional journals and are not rewarded for research in "the big RW" (Real World, an acronym from **Milt Hakel's** students).
2 *Burst of HR Activity.* "There is a tremendous amount of human resources activity in hundreds of organizations, but the great bulk of this is carried out by other than I/O psychologists. (There are notable exceptions; **Warren Burke, Bill Byham, Richard Hackman, Ed Lawler** and **Harry Levinson** are some of them.) This wide world of practice is poorly represented in our professional journals to which many practitioners pay little attention." Doug is not optimistic this gap will be bridged.
3. *Books.* "Practice is much better represented in books than in journals, but putting a chapter in a book by no means assures that it will be noticed. Many review articles published by academics state right up front that only materials that have appeared in *journals* have been

reviewed," Doug comments, "This may be because psychology departments routinely hold journals, but may not have a large book collection. In addition, there has been no easy way to find out which books contain relevant chapters."

4. *Integration.* Doug states flatly, "There is a great gap between the 'I' and the 'O'." He asked an OD practitioner if he had ever made any recommendations about improving a selection system during his many organizational interventions and received a negative reply. "On the other side," Doug says, "you get I-types who pay no attention to organizational factors."

Doug Bray thinks there is hope of closing this gap. "SIOP took an important step a few years ago in launching the Professional Practice Series of books. I was pleased to be asked to be the series editor." Doug reports that the fourth volume in the series, by Ann Howard and Associates, to be published April 1994, is a highly significant advance. This book, entitled *Visions of Organizational Change: Diagnosis and New Perspectives*, integrates the approaches of nine leading practitioners who range across the I/O continuum.

Thanks Doug for speaking with *Practice Network!*

Gasp! . . News on the GATB

You may recall receiving a letter last October from HRStrategies related to the GATB. *Practice Network's* interest was piqued. As Paul Harvey says, "And now the rest of the story . . . ."

The U.S. Department Of Labor has initiated an effort aimed at revitalizing the GATB. This revitalization has three main thrusts: (1) updating the technical documentation, (2) developing alternate forms of the tests, and (4) developing a computerized adaptive version of the GATB.

HRStrategies is involved in this project in a big way. **Kelly J. Brookhouse** and **Joe Colihan** are working on the technical documentation, and **Kirk Rugg** is responsible for creating alternate forms for the psychomotor subtests (alternate forms for the other GATB tests are being developed by the Assessment Research and Development Centers funded by the DOL). Kirk is also working closely with **Allen Mead** in developing a computerized version of the GATB, some subtests of which will employ adaptive testing techniques.

Adaptive testing involves branching through different sets of test items depending upon responses to previous items. This has the advantage of being able to zero in on someone's ability level with a smaller set of test items. Joe notes that this may be a risky proposition for private organizations because different applicants are essentially given different versions of the tests. This lack of standardization, while sound on a psychometric basis, may raise issues that many organizations are not willing to confront. HRStrategies and the

DOL have several years worth of experience to draw upon in this area, through a collaboration with the Navy Personnel Research and Development Center.

As in October, if you have previously unpublished information to share concerning the GATB, contact **Joe Colihan** or **John Arnold** at HRStrategies' Grosse Pointe office. Their number is (313) 881-8885.

Use The Tools

Cheryl Mahaffey (PSI, Glendale, CA) feels that validity generalization and transportability provide powerful tools for structuring validation research. She offers *Practice Network* readers ideas on how to use these techniques in a planned manner to form a framework for addressing test validation research.

Transportability (*borrowing* the results of a criterion-related validation study to use in a new setting) and validity generalization (*combining* the results of several validation studies using meta-analytic techniques) are tools Cheryl sees as being underutilized.

What if you are given the task of creating entry level tests for your organization's 200 job titles? If you are *very* good, you will knock off a dozen validation studies each year, ensuring yourself at least fifteen years of job security but not fulfilling the needs of your organization. "When validating tests on very specific job titles, you will encounter situational problems, such as lower power and criterion unreliability," Cheryl comments, adding, "By placing the individual situation within a broader frame of reference, you strengthen the validity base."

Approach large validation studies by identifying similar work behaviors (as directed by the Uniform Guidelines) and skills and abilities, combining like jobs into job families. Conduct validation research within each job family and generalize or transport validity to other jobs within the families until you are able to conduct additional validation studies.

In a recent project at a large communications firm, Cheryl used meta-analysis to identify a single test battery that included a verbal and a quantitative test which were valid across all of the job families she studied. She is excited about this finding because it corroborates other research which shows that measures of "g" predict job success in virtually every job studied.

Cheryl feels that approaching validation studies from a more complete framework enables the employer to "support validity by combining several lines of validity evidence including local studies, transportability, and validity generalization."

Call for Participation: Applicant Reactions to Testing Devices

Employers face an increased burden to identify new ways of reducing adverse impact without compromising validity (cf. Civil Rights Act of 1991;

Price Waterhouse v. Hopkins, 1989; United Firefighters Candidates v. City of Minneapolis, 1981).

Laura Shankster, John Mathieu, Frank Landy, Rick Jacobs, Jim Farr and **Jim Thomas** are conducting a study that will help expand traditional validation inquiries by examining potential attitudinal and motivational factors related to test performance and other organizationally relevant outcomes.

The following is an outline of the project goals and outcomes:

Research Questions: 1. How do candidates react to employment tests? Factors evaluated: perceived fairness, perceived invasiveness, perceived validity, perceived organizational culture, perceived job role; 2. *Do reactions to tests differ by group membership?* Factors evaluated: age, gender, race, educational background; and 3. *How do reactions to selection tests affect candidate behavior?* Factors evaluated: test performance, withdrawal from testing process, job acceptance, future job performance.

Expected Outcomes: 1. Taxonomy of candidate reactions by group membership, and 2. Report on effect of reactions on behavior.

Participating organizations must: use at least three devices for selection, commonly test a diverse sample of candidates, have selection testing scheduled by February 1994, and distribute a short survey to applicants pre- and post-testing.

If your organization is interested in this research or would like more information, contact **Laura J. Shankster,** The Center for Applied Behavioral Sciences, Pennsylvania State University, (814) 863-7410 or FAX to (814) 865-3309.

What's This Johnny . . . You Can't Read?

At a recent meeting with a prospective client, **Kathleen Lundquist** (HRStrategies, New York Regional office) ran across a situation in which the lack of basic quantitative skills presented an environmental hazard. Operators' understanding of basic measures and ability to read labels were so low that when mixing batches of a chemical for use on the job, they did not realize the smaller container would overflow before the larger container was emptied into it!

Kathleen is at the end of about three years' work developing "skills upgrade programs" for companies such as Texas Instruments, Nabisco and Warner-Lambert. We are talking about reading and math here folks and, according to Kathleen's estimates, it takes from two to three years to raise basic skill levels to the targets required in most companies. HRStrategies conducts the job analyses to establish targeted skill levels and provides the diagnostic instruments, working closely with training resources outside a company (such as community colleges, or vendors like Sylvan Learning Systems) to deliver the educational side of a basic skills upgrade program.

Periodically during training, employees are re-evaluated to determine skill progression.

To set company standards, Kathleen used a job analysis instrument which includes nine categories; (1) Language, (2) Math, (3) Learning and Memory, (4) Analytical Skills, (5) Interaction, (6) Personal Characteristics (7) Perceptual Skills, (8) Technological Literacy and (9) Physical Abilities. The first four categories relate directly to basic educational skills and enable Kathleen to zero in on the prerequisite reading and math abilities needed for a job. The remainder assist in fully describing job requirements for selection and additional training purposes.

In addition to traditional job analysis, Kathleen also performs readability analysis of workplace documents. She prefers the Flesch-Kincaid procedure because it is a good measure of readability for documents found in the workplace.

HRStrategies has developed two basic skills assessment test batteries. The Reading test takes about two hours to complete and pinpoints an individual's ability from grades three through 16 in the following areas: factual details, drawing conclusions, and determining cause and effect relationships. The Math test shows individual mastery in five areas: computation, graph comprehension, measurement skills, arithmetic reasoning and statistics. Each math subtest takes about 45 minutes to complete and is based on the notion of a 'hierarchy of skills' in math: You have to get the fundamentals down first, so the math instrument does not have grade level equivalents. Kathleen reports that a primary advantage of the HRStrategies skills assessment tests is both face validity and their direct linkage to specific levels of job requirements. The tests have been both content and criterion validated for operator positions.

Kathleen cites the following factors as critical to the success of a skills upgrade program: (1) Senior management commitment, including an individual champion if possible, (2) Communication, communication, communication to all levels of employees, (3) Frame the program as a means to an end, not an end in itself, and (4) For consultants, it's a good idea to return for yearly evaluations and fine tuning.

Thanks Kathleen for talking "3Rs" with *Practice Network!*

The I/O Psychologist and HRM

Mark Lerman (ABC Laboratories, Columbia, MO) spoke with *Practice Network* from his post as the VP of HR in a 300 employee manufacturing firm. Over his ten years of experience, he has often looked back, with a mixture of both humor and despair, on his career expectations when he left the Illinois Institute of Technology in Chicago. "A friend of mine was putting in too many hours at work recently," Mark relates. "He told me that his 10-year-old daughter asked her Mom why Dad was home so late each night. When

Mom said it was because he didn't have time for all his work, the daughter asked, 'Why can't they put him in a slower group?' " That, Mark says, is precisely how he often feels.

While at IIT, the faculty encouraged the doctoral students to view their profession as an emerging 'science'. The HR practitioner is faced with business issues that have no easy answers: This person is not catching on—what should I do? Or, now that we've just laid off 100 people, how do we motivate the ones still left to care about our customers? "I often feel," Mark says, "That the foundation of my 'science' should give me the foundation that I need to answer those questions. "I'll bet," he remembers, that the day before I began my comps, I probably could have answered those questions better than I can now." As it is, he often attends seminars where someone with a B.S. in Business leads the class and says s/he has the right answers to those questions.

If you work in the world of academia or consulting, he stresses, the issues of I/O Psychology are there with you every day. They are self-sustaining and continue to reinforce their own credibility as business issues. Mark stated that the HR professional comes to think of their role as 'support': First and foremost, comes The Business and its problems on a daily basis. There is the perception by operation managers that your value will always be limited if you don't fully understand The Business. He says he is often encouraged to "get out on the floor and learn how things are really done here."

In business—especially in small business—HR will always be the last items on the agenda in business meetings. "I now understand the critical importance of divisional contribution margin, and dollars per employee per month as they drive sales, which drives the business," he emphasizes, "I also understand that when it is finally my turn on the agenda, I had better be brief, clear and coherent. And I have to endure the mentality that Human Resources is 'common sense'." Mark cites a book he read by Blum & Naylor in graduate school. "It said that common sense and psychology are not synonymous[2]. It is likely, Mark says, "that if you are the HR Manager you will have the smallest bonus, the smallest budget, be the last person hired and the first to be let go, and you will have to endure the second-guessing of those with more 'common sense' than you have."

"I left Chicago with a belief that my hard work had provided me with a career," Mark says, "But when my physician asked me what I do, and I told him I was a Human Resources professional, he smiled and said, "Ya mean Personnel, right?" I thought, well, maybe so, but that is not what I thought I'd be when I left Chicago."

"When I was at IIT, I remember becoming engrossed in the developing research on validity generalization, utility analysis, and latent trait models," Mark says, "It was stimulating. It was perhaps even science. But it was not human resources management."

Father Time is Tickin'

Another year has come and gone. You were *going* to call *Practice Network* but put it off. *Until now!!* Follow through on that New Year's Resolution and get involved.

Contact *Practice Network* by calling **Thomas G. Baker**, Micro Motion, Inc., Boulder, CO. Voice: 303-530-8143. FAX: 303-530-8007. Internet address VTCJ69A@prodigy.com.

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1. The Professional Practice Series books are available through Guilford Publications in NY, NY. Phone, 800-365-7006 or 212-431-9800. FAX, 212-966-6708. The series books are: *Working with Organizations and Their People*, by Bray; *Diversity in the Workplace*, by Susan E. Jackson; *Human Dilemmas in Work Organizations*, by Abe Corman (available 1/94): *Visions of Organizational Change*, by Ann Howard (available at 4/94's SIOP conference). **Support the Professional Practice Series!**
2. Blum & Naylor. *Industrial Psychology: It's theoretical and social foundation.* Revised edition, 1968. Harper & Row.

Vantage 2000: Diversity Mentoring, Uplifting Downsizing, Techno-Commuting and Other Vantage Points

Charmine E. J. Hartel
University of Tulsa

Vantage 2000 is a forum for discussing trends and forecasts affecting work and the workplace. Its goal is to reflect the concerns of I/O psychologists, to share strategies for facing those concerns, and to provide a medium for exchange of information regarding these ideas. I hope that you will call, write or FAX me (see contact information at end of article) with your suggestions, views, requests and contributions (newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information—nothing is too small).

Downsizing and Diversity

As you might recall from Andrea Goldberg's commentary in the October column, IBM's HR staff has been dealing with issues related to staff reductions. In a conversation with Andrea's colleagues, Peter Singer and Ted Childs, I learned that voluntary incentives were useful in its reduction of about 100,000 workers. These incentives were more attractive to senior employees. Thus an interesting side-effect of this strategy was an increase in IBM's minority and female representation because those with seniority were largely white males. So some methods of downsizing can actually increase diversity.

Mentoring a Culturally Diverse Workforce

Peter and Ted also sent me some brochures describing some of their programs. One of IBM's programs is a formal mentoring program. It was designed to ensure that increased cultural diversity does not mean the development of fewer mentoring relationships (IBM, 1992). The mentoring relationship consists of three people, the Mentee, the Mentor, and the Manager. The Mentor and Manager work with the Mentee to develop and implement action plans. The Mentor serves as a confidential sounding board and the Manager respects the Mentor-Mentee confidentiality. The program helps each party understand their functions and the personal rewards of fulfilling their role. I'd be interested in hearing about what other organizations are doing to facilitate mentoring (e.g., deciding who can be a mentor, mentor-mentee matching, rewarding mentoring, rewarding manager's support of mentoring relationships) or cohesiveness in general in a culturally diverse workforce.

Making Organizations Accessible to All

Much of the focus on ADA has been on accommodating jobs to those with disabilities mainly by adapting workstation layout and task design for the differently abled employee. However, the physical aspect of the job is only one factor affecting workers. All aspects of organizational life need to be accessible to employees so that the maximum benefit can be realized by both employee and organization. For example, accessibility of training, benefits and incentives information, company picnics, and mentoring affect things like promotions, career pathing, professional development, and reinforcement of motivation. Electronic bulletin boards, audio cassettes of employee handbooks, captioned videotapes, document enlargers, and voice recognition systems are but a few things that can help organizational HR systems effectively reach all employees. I'd be interested in hearing how you have made your HR systems more accessible to the differently abled employee.

Commuting on the Information Highway

One of Vice President Al Gore's pet projects is the electronic data super highway—expanding the availability of services that INTERNET provides, e.g.., e-mail, file-transfer, and access to databases, remote computers, and electronic discussion forums. Such services have long been available to academics through the INTERNET. More recently it seems that non-academic organizations are beginning to make use of these INTERNET services. Even small organizations can gain access to the INTERNET through commercial dial-up services such as Compuserve and Genie. One commercial use of INTERNET services is to provide customers with e-mail access to one's customer service department. I'd be interested in hearing from any readers who have information on the use and influence of e-mail internally between employees and also externally with customers or other organizations.

Another use of INTERNET would be for disseminating and collecting information. For example, the White House is experimenting with an automatic mail processor which provides services such as automatically sending information on request or even collecting information such as responses to a survey. It seems that this application has potential for improving customer contact and boundary spanning activities, especially for organizations with a customer base having widespread accessibility to e-mail. I'd be interested in hearing from anyone who has used new technology for communicating with their customers.

Reward Systems in a Downsizing Environment

How does one reward employees in a downsizing environment? Eric Whipkey notes several points from an article by Robert Behn (Behn, 1988). First, you don't make across-the-board cuts. Although they are inherently the most equitable and the norm, they may well punish the efficient units needlessly. Instead, Behn says, use targeted cuts that reward the most efficient

units, i.e., smallest cuts to the highest performing units. Second, managers need to find a way to keep morale up and convince employees that the cutbacks are a good thing. Otherwise, a vicious cycle can be set up in which the first cutback leads to poor morale and subsequent performance declines lead to a second cutback and so on. Managers should help employees realize the costs of not cutting back and take a long-term view of the process. Also, managers need to be honest, forward thinking, less rigid, and compassionate. Third, the organization must retain its best workers. Because this group is the most mobile it is necessary to reward their good performance and show them that the organization is viable and retaining a good reputation. Outside support will help here. Fourth, the organization needs to develop a new corporate strategy which identifies what will be done and how it will be accomplished. Incentive and performance appraisal systems need to be redesigned to support this new strategy. For example, managers can be rewarded for saving money by allowing them to retain control of a fixed amount of unused funds. I would like to hear of your experiences trying to reward and motivate employees in downsizing situations. Any evaluation on the effectiveness of different methods would be of interest to this column.

Organizational Boundaries—Getting Fuzzier?

Information technology may lead to more than the sharing of technical information. The things a company values and the way it operates may be an unintentional transaction. This can result in fuzzy boundaries, a more complex organizational design (Nadler, 1992). I'd like to hear from anyone who has observed this kind of phenomenon or has comments on it.

Out with the CEO, In with the Executive Team

The top job has become so demanding in the new global age that often one person is not enough. In many Fortune 500 companies the CEO has been replaced by an Executive Team (Nadler & Ancona, 1992). Like any team, the executive team can show process gains or losses (Hackman & Morris, 1978). Effective teams need to correctly identify and prioritize the real issues facing their organization's success (cf. Nadler & Ancona, 1992). What types of practices has your organization implemented to encourage executive team building?

Call for Dialogue

Please send any information on the issues discussed in any of the Vantage 2000 columns along with any items/ideas 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.**

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The Justice Dilemma in Employee Selection: Some Reflections on the Trade-offs Between Fairness and Validity

Russell Cropanzano
Colorado State University

In designing selection systems I/O Psychologists, and organizations in general, are on the horns of the justice dilemma. Practices that raise validity may lower perceptions of fairness, while practices that raise perceptions of fairness may lower validity. I/O Psychologists may find themselves in a quandary, having to make difficult trade-offs between two social goods.

We can understand this dilemma by first considering the last 15 years of selection research. Since the pioneering work on validity generalization, I/O Psychologists have uncovered a wealth of riches. To wit, most of our selection techniques actually work better than we originally believed. Cognitive abilities tests (Hunter & Hunter, 1984), biographical inventories (Reilly & Chao, 1982), drug screening (Cropanzano & Konovsky, 1993), and even the once-maligned personality tests (Tett, Jackson, & Rothstein, 1991) are able to validly predict job performance.

Research on the validity of selection instruments should and will continue to flourish. But, I/O Psychologists have also begun to ask how our selection procedures fit into the broader social context of which we are all a part. Researchers such as Thornton (1993), Gilliland (in press), and Arvey (1992) have all observed that when applicants consider a test unacceptable, negative consequences can accrue to the organization. To take a few noteworthy examples, an unfairly treated applicant is less likely to accept an offer, more likely to engage in costly litigation, and, even if hired, more likely to have

negative attitudes toward the organization. Moreover, unfair treatment, or even treatment mistaken as such, can make applicants wary, causing them to feel suspicious and doubtful. Justice then, is one important attribute toward which we should work. And herein lies the problem: Those things that raise fairness can lower validity, while those things that raise validity can lower fairness. Let me illustrate this point with three types of selection instruments: cognitive abilities tests, drug testing, and unstructured interviews.

Cognitive abilities tests are among our best all-around predictors of job performance (Hunter & Hunter, 1984). Study after study attests to the validity of these instruments. Although many people find cognitive abilities testing fair and acceptable (Smither, Reilly, Millsap, Pearlman, & Stoffey, 1993) many others do not. Indeed, as noted by Snyderman and Rothman (1988), intelligence researchers have sometimes been subjected to severe harassment campaigns. Perhaps the most notable example is the case of Cyril Burt. For years, Burt has been subjected to a gruesome posthumous smear campaign. However, a recent biography by Fletcher (1991) concludes that the charges against Burt are questionable and, perhaps more accurately, baseless. In such a climate of acrimony, cognitive abilities tests are likely to go unused and, if not, organizations can expect extensive judicial scrutiny.

This is a troublesome situation. Our best all-around tool is probably also our most socially controversial. An organization can probably enhance justice perceptions by dropping cognitive abilities testing. But, of course, in doing so one would lose the utility associated with these tests.

A similar, but subtle, example occurs in the case of employee drug screening. Drug screening shows reasonable validity, and employees often support it (Cropanzano & Konovsky, 1993). However, others have raised vociferous attacks on drug testing (e.g., Hoffman & Silvers, 1987), and constraints have been placed on screening by both unions and government. Of course, employers can meet these guidelines and achieve fairness. Mary Konovsky and I have given a list of suggestions, including provisions for such things as advance notice and testing only when a reasonable suspicion exists (Konovsky & Cropanzano, 1993). One can readily see, however, how our guidelines could compromise validity. For example, in practice a "reasonable suspicion: may be operationalized as "after an accident." Obviously waiting until after something goes, fails to utilize the test's predictive power. Similarly, announcing a test well in advance may allow users to temporarily abstain in order to "beat" the test. Given these observations, it seems likely that some efforts to make drug testing more fair may also make it less valid.

A different example occurs in the case of unstructured preemployment interviews. Unstructured interviews are widely used. In addition, they are seen as reasonably fair (Smither, et al., 1993), although this does depend somewhat upon their content (Rynes & Connerley, 1993). Despite these generally favorable applicant reactions, unstructured interviews (as opposed to their better structured counterparts) have relatively poor validity (Reilly & Chao, 1982; Hunter & Hunter, 1984). This is our justice dilemma in reverse. An assessment method with weaker validity is perceived as relatively acceptable.

We have now seen how several widely used and valid selection techniques can be at odds with perceived fairness. We have observed the justice dilemma in action. But what can be done? We could of course, blithely chose one value over the other. We might well take validity as the exclusive holder of ultimate good and, as a result, ignore or trample the sentiments and rights of workers. Or, conversely, opt only for the dogged pursuit of fairness and, as a result, resign ourselves to selecting a larger number of less qualified individuals. Neither scenario is particularly appealing, and I strongly suspect that our colleagues will never resign themselves to either of these two extremes. The only truly viable option is to return to the research drawing board and devote some of our efforts toward the construction of "win-win" integrative solutions that achieve validity without compromising fairness. Fortunately, there are some bright spots.

For one thing, not all valid selection techniques are perceived as unjust. In fact, a survey by Rynes and Connerley (1993) found that applicant attitudes were positively (though imperfectly) related to an instrument's validity. To take one example, the conceptually related techniques of work samples, assessment centers, and managerial simulations have high validity (Thornton & Cleveland, 1990) and are also seen as quite fair (Smither et al., 1993; Rynes & Connerley, 1993). In fact, one reason why work sample tests have been recommended is that they exhibit relatively small ethnic differences, while eliciting reasonably positive applicant attitudes (Robertson & Kandola, 1982). These findings are good news for researchers and practitioners alike.

Second, at least some tests that are low on justice can be improved without expensive changes. Indeed, the fair alternatives may already exist. For example, Smither et al. (1993) found that cognitive abilities tests were considered much more acceptable when the items were more concrete and less general. In a similar vein, Rosse, Ringer, and Miller (1992) argued that while individuals often find personality testing objectionable, such a relationship is much less likely to hold up when items are written in a more sensitive manner that keeps these concerns in mind.

Third, some evidence shows that individuals are more tolerant of suspicious looking selection techniques if they are provided with a good justification or explanation as to why the technique is being used. For example, Mary Konovsky and I (Konovsky & Cropanzano, 1991) observed just such an effect in the context of workplace drug screening. Worker attitudes were more positive when the drug testing program was adequately justified. Such explanations can come from the selecting organization, but I believe that all I/O Psychologists must also share in this responsibility. Our knowledge needs to be communicated to a broader audience of nonspecialists.

Selection procedures are maximally effective when they combine high validity with high fairness. The rewards of this marriage should serve as an incentive for us to overcome the justice dilemma. Overcoming this obstacle will be an important step toward building organizations that are both more productive and better places in which to work.

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1993 Profile of Division 14 Members: Noteworthy Trends

William K. Balzer, SIOP Membership Committee
Ann Howard, SIOP Representative to APA

The Office of Demographic, Employment, and Educational Research of the APA Education Directorate recently completed and shared with SIOP a profile of Division 14 members based on the 1993 Directory Survey (APA, 1993). Although not all SIOP members belong to APA, 92% do. Thus, this report provides a reasonably accurate picture of current characteristics of the SIOP membership. This article summarizes the results of the APA profile and compares it to previous reports of Division 14 membership reported in **TIP** (Howard, 1986; Jeanneret, 1991) and Howard's (1990) Society publication, *The Multiple Facets of Industrial/Organizational Psychology.*

Growth of the Society

Growth of our membership within APA has been negligible during the last eight years. In 1981, there were 2009 Division 14 members, which increased dramatically to 2496 by 1985 (+24%). The 1993 APA profile lists membership at 2516, up less than 1% since 1985. Of course, these numbers exclude SIOP's growth in terms of members who belong only to APS (246 according to SIOP office on October 25, 1993). Using this number as a proportional estimate, SIOP growth since 1985 has been about 9.5%. Nevertheless, our APA membership was static at the same time APA as a whole grew by 25% (from about 60,000 in 1985 to 75,000 in 1993). Thus, we are becoming a smaller and less influential division: we represented 4.2% of APA in 1985 but only 3.3% in 1993. It was not that long ago we had five Representatives to the APA Council; we now have four and are teetering on the edge of three.

Age of Membership

Our members are older. The mean age of Division 14 members was 46.9 in 1981, 47.5 in 1985 and 51.5 in the 1993 Profile. Although there is a general trend toward an aging U.S. population, additional data suggest that we are not bringing many young psychologists into Division 14. In 1985, we had 273 members age 34 and younger (12% of the total), but in 1993 there were only 110 in this age category (5% of the total). Expressed in another way, in 1985 some 8.9% of Division 14 members were new graduates (received their highest degree less than five years previously); in 1993 this number had dropped to 4.9%.

There are several plausible explanations for this pattern: (a) new graduates are not seeking membership in APA and SIOP upon graduation, (b) new graduates are joining APS and SIOP but not APA, or (c) the number of I/O doctorates has declined since 1985. We need further data to pinpoint exactly why the average age of Society members appears to be increasing.

Race/Ethnicity and Gender

Although in percentage terms there have been large increases in African Americans, Hispanics, Asian Americans, and Native Americans joining Division 14 (up 44%, 153%, 89%, and 266% from 1985 to 1993, respectively), actual numbers are small. Minorities still only make up 5% of all Division 14 members (N = 110). Women continue to increase as a percentage of total members, from 10% in 1981, to 15% in 1985, and 23.5% in 1993, reflecting the changing gender composition in all of psychology.

Credentialing

Although Fellows are more numerous, the number of Division 14 members with external credentials continues to wane. ABPP diplomats represented 8% of members in 1981; this fell to 6% in 1985 and 4% in 1993. In 1981 nearly half (48%) of members were licensed; this proportion declined to 44% in 1985 and to 39% in 1993.

Employment Setting

While the percentage of Division 14 members identifying academics as their primary employment has held steady between 1985 (36%) and 1993 (35%), there was a decrease in the number of members stating full-time employment in business settings, from over 24% in 1985 to 19% in 1993. An increase in full-time employment in a general "Other" category (from 28% in 1985 to 34% in 1993) probably reflects growth in consulting, an employment category not isolated by APA. These trends no doubt reflect the downsizing of professional staffs by many U.S. corporations.

In addition, more Division 14 members are employed outside of psychology settings: while 4% of members gave non-psychology as their major field of practice in 1985, 11% did so in 1993. Part of this trend may reflect the fact that, according to SIOP's survey, half the academics are employed in business schools (Howard, 1990).

Some may see these trends as unexpected and alarming. Clearly, at least by estimates provided by Division 14 membership, SIOP membership characteristics are changing. A comprehensive survey of SIOP members is in the planning stages, and should provide a clearer picture of Society members in the near future. The interested reader may wish to obtain a copy of the *Profile of Division 14 Members: 1993* from APA.

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What's New for the 1990's Standards?

Dianne C. Brown, APA Science Directorate

The Joint Committee on the *Standards for Educational and Psychological Testing* had its first meeting in November. Since the APA Science Directorate monitors activity in educational assessments, as well as industrial testing, I noted several trends in educational assessment that will undoubtedly receive consideration in the revision of the *Standards.* These trends have implications beyond educational assessment and I hope to bring them to the attention of SIOP members because I believe your input in subsequent discussions will be crucial.

There are three trends that have evolved in education that I think will come into play in the revision of the *Standards.* Two of these trends have been discussed within the context of educational reform. Educational testing has been front and center in virtually all reform activities: federal legislation, state initiatives and the National Education Goals. The recent and present education reform efforts sprang from the Bush Administration in collaboration with the National Governor's Association. So, the support is nationwide and the general plans haven't changed much with the new Administration.

The two trends in measurement that have played out through reform efforts are: (1) the multiple-choice format has practically become the root of all evil in educational testing, and (2) the use of performance-based assessment (which includes anything from open-ended essay-type items, to task performance, to portfolio assessment). Multiple choice tests are criticized for not being able to tap higher order thinking and for being unfair. Performance assessments are largely assumed to correct for these problems and they are proposed to largely replace the multiple choice format for all types of educational assessment (diagnostic, accountability, placement, etc.). I'll refrain from my soapbox version of the letters, testimony, press releases, congressional door-to-door and all but futile efforts we made to inject some sensible means to their ends. Not that the notion of using performance assessments was necessarily wrong, it was the way they were proposed.

The bottom line is that performance assessment has become the latest craze in educational assessment. When confronted with criticisms about its use in decision making contexts, many proponents have stated that "old" notions of reliability and validity do not apply to performance assessments (typically called "authentic" assessment). There are some who believe that the *Standards* should have separate technical standards of reliability and validity for performance assessment.

Which brings me to the third trend I want to note: consequential validity. This concept is attributed to Samuel Messick, PhD. It refers to consideration of the social consequences of the use and interpretation of tests. Dr. Messick (1988) describes a more encompassing view of validity as incorporating both empirical evidence of validity (criterion, content and construct) and consequential evidence (derived through judgments or appraisals of the value implications of test interpretation and the social consequences of test use). The rationale is that, if validity is established through evidence that supports inferences regarding specific uses of a test, then intended and unintended consequences of test interpretation and use should be considered in evaluating validity. Obviously, if consequential validity becomes the fourth 'C' (as in criterion, content, construct and consequential), this has enormous implications for industrial and employment testing.

My goal in this article is to give SIOP members a heads-up warning, and perhaps some context to issues I think you'll be hearing about. I hope that these developments regarding different technical standards for performance assessment and consequential validity begin to get some discussion and debate among industrial psychologists. Although their roots are in educational measurement, these are testing and assessment issues that have broad implications for all types of testing. The Call for Comments has now been issued by the Joint Committee and I hope that, either through SIOP or individually, you'll each respond.

For more in-depth understanding of performance assessment in education, I suggest the following report: *Testing in American Schools: Asking the Right Questions*, Congress of the United States, Office of Technology Assessment, OTA-SET-519, February 1992. Call the Government Printing Office at (202) 783-3238, it's $14.00. This was a congressionally mandated study of performance assessment in education and it's an excellent report.

Refer to the following for a complete discussion of consequential validity: Messick, S. (1988). The once and future issues of validity: Assessing the meaning and consequences of measurement. In H. Wainer & H. I. Braun (Eds.), *Test validity* (pp. 33-45). Hillsdale, NJ: Lawrence Erlbaum Associates.

Ninth Annual Industrial/Organizational Psychology Doctoral Consortium

Janet L. Barnes-Farrell, University of Connecticut
Debra A. Major, Old Dominion University

The program for the Ninth Annual Industrial/Organizational Psychology Doctoral Consortium has been finalized and contains an impressive list of speakers. We feel that the program is an excellent one and should be a great learning experience for upper-level graduate students. Speakers were selected on the basis of their exemplary contributions to the field and their ability to represent unique perspectives. They include representatives from a variety of settings, including consulting organizations, industry, and psychology and management departments.

The consortium will be held on **Thursday, April 7, 1994,** in the Opryland Hotel, Nashville. **Advance registration is necessary to attend the consortium** and materials have been sent to all Ph.D. programs. The schedule of activities will be as follows:

8:00-9:45 a.m.	Registration, welcome, and breakfast
9:00-9:45 a.m.	Breakfast Speaker
Speaker:	**Kathleen K. Lundquist,** HR Strategies
Title:	Radical Realities: A Wakeup Call for the Future
10:00-11:30 a.m.	Concurrent Morning Sessions
Session A:	**Dianna L. Stone and Eugene F. Stone-Romero,** University at Albany, SUNY
Title:	Stigmas in Organizations: Research Issues and Research Needs.
Session B:	**Lisa M. Saari,** The Boeing Company
Title:	Research Issues in Applied Settings: Barriers and Opportunities
12:00-12:45 p.m.	Lunch
12:45-1:30 p.m.	Luncheon Speaker
Speaker:	**Michael Campion**, Editor, *Personnel Psychology,* Purdue University
Title:	The Journal Publication Process
1:45-3:15 p.m.	Concurrent Afternoon Sessions
Session C	**Raymond A. Noe,** University of Minnesota
Title:	Developing Models for Training Research
Session D	**John R. Hollenbeck,** Michigan State University
Title:	Conducting Laboratory Research in Applied Psychology

3:30-5:00 p.m. Panel Discussion—All Speakers
Topic: Issues in Professional Development

We wish to thank all of the presenters who have graciously agreed to participate in the consortium. It is through their dedicated involvement that we can continue to offer an outstanding program to graduate students. If you have any questions about the consortium, please contact **Janet Barnes-Farrell (203-486-5929) or Debra Major (804-683-4235).**

THE PERSONALITY TEST FOR THE '90s
(or how Flying Toasters have changed my life)

Nancy L. Robinson
Amtrak

Personality testing, and research supporting its use, has experienced a renaissance of sorts in recent years. The Big 5 Theory and the legal debate over potentially "invasive" personality questions have found their way into the I/O literature as well as into newly developed tests on today's market (e.g. Hogan Personality Inventory). However, in all cases, personality types are still determined based on responses to written statements; that is, the degree to which individuals identify with or "see" themselves in those written descriptions.

I believe we need to take a page out of the clinicians' book and develop our personality tests around visual stimuli (such as the TAT). In addition, we need to take advantage of the latest technology computerize our personality test. This leads me to the Personality Test for the '90s.

Without realizing it, most of us probably already have a version of this new type of personality test available to us. What I'm proposing is using the screen saver software which resides on our computers.

For those of you who may not be familiar with this, screen savers are a series of designs, pictures, or graphics that automatically appear on your computer monitor, after a lapse of several minutes of non-use, which are designed to save your screen from burnout (electrical, not psychological). Most screen savers are fairly geometric in design, with a configuration of lines, balls, or boxes which bounce or flash across the screen. Others are more picturesque, with swans or fish dreamily swimming on the screen.

I have a special software that allows me to choose (and custom design) 40 different screen savers. Each morning, I pick my screen design based either on how I feel that day or an image I want to project. Some choices are fairly obvious. For example, if I'm feeling pressed for time, I can design a series of

antique clocks to float across my screen, reminding me of the persistence of the passing time. Or, on a dark and rainy day, I can set up my screen to reflect the outdoors, complete with driving rain drops and flashes of lightning.

The fun comes in, though, when the associations become a little looser (Freud would have loved this too!). One of my favorite screens is the endearing "Flying Toasters" in which toasters with wings fly rapidly across the screen as pieces of toasted bread float by (you can even change the darkness of the toast to fit your individual preference!). I've used this screen to portray a variety of emotions, including cosmic uncertainty, spaciness, or an urge to break out of the normal bonds and constraints of everyday life (I told you these were loose associations!). Most of the screens also come equipped with sound effects, which introduces a whole other dimension . . .

I think we should sit an applicant down at a computer and tell him or her to choose a screen. Not only is this fairly face valid (after all, they are demonstrating basic computer skills!), but it also allows the applicants to tell us a little about who they are (think of it as a multimedia response to me traditional interview question, "Tell me about yourself . . .").

The obvious next question is, How do we score this new personality test? I believe there several approaches. First, we may have a corporate or position "profile" in mind against which we match the applicant's choice. Second, choices can be scored on the applicant's creativity and originality (assuming this is a BFOQ). Finally, and probably my favorite method, the scoring would be completely dependent upon how the rater is feeling that day and what the chosen screen "says" to him or her. I envision this to become the ultimate struggle of wit and wisdom, mind over matter, the battle for dominant personalities. Speaking of battles, I understand there is a new screen saver software based on Star Trek motifs, complete with Klingons and spaceships . .

*(Editor's note: With the resurgence of personality assessment in SIOP, perhaps **TIP** should be running a feature entitled, "What my Favorite Personality Test Says about my Personality"!).*

Third Volume in Professional Practice Series Published

Human Dilemmas in Work Organizations by Abraham K. Korman and Associates, the third book in SIOP's Professional Practice Series, is being published this month by the Guilford Press. The volume presents real-world human resources initiatives confronting a wide variety of problems of people at work. Each author describes the development of a problem and moves step by step through the processes of intervention and the results. The writers, each of whom was personally involved in the cases reported, then evaluate their efforts and suggest guidelines for action to practitioners confronted by similar dilemmas.

The book encompasses a broad range of problems—those that are more individually based, those that are organizationally based, and those deriving from the larger culture. They include:

- Alcoholism in a state police agency (Walter Reichman and Bernard Beidel)
- Stress affecting various levels and types of employees (Two chapters: one by Kerry Bunker, one by Shimon Dolann)
- Racial and ethnic hostility in a South African retailing organization (Allen Zimbler and Caryn Solomon)
- Economic recession in Western New York State (John Miner and Susan Stites-Doe)
- Eldercare and its problems (Mindy Gewirtz)
- Marginal performance in an organization striving for excellence (Manuel London and Edward Mone)
- Negative effects of downsizing (Mitchell Marks)
- Unethical behavior and organizational pressures (Frank Navran)

Abe Korman, who planned the volume, recruited the authors, and edited the book, distills this variety in a final chapter and considers the expanding world of the human resources specialist.

Services Management: An I/O Opportunity

Benjamin Schneider
University of Maryland, College Park

Both in the U.S.A. and in Europe there is a revolution occurring in the way some academics and many managers have begun to conceptualize the business they are in. The conceptualization has moved from one dominated by the Industrial Revolution and the manufacture of goods to concern also for the delivery of those goods and the production and delivery of service. Marketing scholars, in particular, have carved a new niche for themselves with their research on the attributes that make up service quality and, within the American Marketing Association, there is a new Division, the Division of Services Marketing.

Marketing academics have led the conceptual and empirical exploration of customer service and service quality but they have not been as successful at designing systems that actually enhance service quality. For enhancing service quality a few Operations Management and a few Human Resources Management researchers have joined the larger group of Marketing researchers to form a new academic effort, Services Management.

As usual, the business world has been ahead of the academic world in actually making service quality happen. That is, while academics are typically concerned with conceptual frameworks (all those boxes and arrows) or refined measures (what was your Cronbach alpha), astute business managers have identified service quality as a potential competitive advantage. Disney, SAS, Xerox, Nordstrom, Saturn and others have become companies everyone who is anyone must visit to discover how to "do" service quality. The TQM movement, with its emphasis on customer satisfaction, has been a prod for some companies but TQM is neither a necessary nor a sufficient religion for a firm to focus on service quality for its customers.

The essence of service quality is the creation of an *experience* for customers. A manufactured good can create an experience for customers because of its tangible attributes—it drives fast, the picture is clear, and so forth. Service creates an experience beyond the tangible nature of the good or, in the extreme case, in the absence of a good. Service is in the *delivery*—of the good or of just the experience. My favorite example of a pure service experience is attending a symphony concert. When the concert is over all you are left with is the experience.

Because service is in the delivery, people are a central facet of service quality. That is, services are usually (although not always) produced and delivered by people to people so the people doing the delivery become an important determinant of service quality. How these people are recruited, selected, socialized, trained, rewarded, supervised, and organized as well as the nature of the work they do, the stress and job satisfaction they experience, the degree to which they are empowered, and how they adapt to technology and change all get reflected in the service quality customers experience.

We need some good research on these issues. We need research on new kinds of I/O practices and procedures that are relevant for workers who work in and managers who manage in a less tangible more experiential environment. And make no mistake—the world of service *is* different:

* Production issues are different—customers are frequently present during production and sometimes serve as co-producers of their own service (like at McDonalds).
* Distribution is different—many services are produced and consumed simultaneously (like a symphony concert) making inventory an irrelevant concept.
* Organizing is different—Because service businesses frequently engage in simultaneous production, delivery and consumption the firms need to establish large networks for delivery. This is why hotel chains, like Marriott or Holiday Inn, are so difficult to coordinate—to deliver more of their service they must add to their network rather than simply add capacity to an existing plant.

I have just sketched some of the interesting characteristics of service in this brief note. I believe that I/O has been dominated by a manufacturing mentality, a mentality inconsistent with the fact that two-thirds (or more!) of workers work in service (including knowledge and information) businesses—and the percentage will increase in the future because new jobs being added to the economy are predominantly service jobs.

At the end of this note I have listed a few key references to articles in Service Management. If you would like more, just let me know.

If you get interested in Services Management there will be a conference in France this summer (1994), the Third International Research Seminar in Service Management, May 24-27, 1994. There will be papers presented on service management by a group of very interesting international scholars representing Marketing, Human Resources Management, Operations Management and Industrial/Managerial Economics. I will be coordinating the Human Resources Management track of the program. If you want further information about this international opportunity (past meetings have been *very* lively with so many diverse cultural and functional perspectives) drop me a note and I will see that you receive the relevant information and mailings.

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TIP POLL

Adrienne Colella

The results of the July **TIP** Fax Poll will be published in the next edition of **TIP.** As with the first poll, response rates were low. Posting the poll on the HRNET and RMNET increased sample size by about 200%. **MANY THANKS TO THOSE OF YOU WHO HAVE RESPONDED!**

If you haven't responded because you don't have easy access to fax services (a problem cited by several people responding by e-mail), you can also send your responses by voice mail or e-mail. All possible forms of communication are welcome. Below is a copy of the July Poll, along with addresses for all possible forms of communication.

TIP FAX POLL

This is a new feature of **TIP,** which we will continue depending on readers' response. The purpose of this survey is to get SIOP members' input on questions of general interest to I/O psychologists. Results will appear in the next issue of **TIP** where we'll publish aggregated responses from all participants and profile a few respondents.

In this first survey, we're interested in the critical incidents that lead people into a career in I/O Psychology. We want to know where, why, and how you chose to become an I/O psychologist and who influenced this decision.

1. Your undergraduate major:
2. Year and area of your Ph.D.:
3. Your current career:
   __Academics
   __Practitioner (in Organization)
   __Practitioner (Consultant)
   __Other (Describe)
4. Where (or from whom) did you first learn about the possibility of a career in I/O Psychology?
5. How did you become interested in a career in I/O Psychology?
6. How did you become trained in I/O Psychology?
7. Who had the strongest influence on your decision to become an I/O Psychologist?

PLEASE RETURN YOUR RESPONSES TO ADRIENNE COLELLA BY FEBRUARY 15, 1994. PLEASE RESPOND NOW AND THANKS IN ADVANCE FOR YOUR PARTICIPATION.

e-mail: Colella@TAI.Rutgers.edu

Phone: (908) 932-5648

Fax: (908) 932-5647

Mail: Department of Management, Levin Bldg., Livingston Campus, Rutgers University, New Brunswick, NJ 08903.

Note: We would like to follow up and profile some respondents. If you'd be willing to be mentioned by name, please submit your name and phone number. Also, if you have any ideas for questions for future polls, let us know.

From Both Sides Now: On Transformational Change

by Allan H. Church

Greetings and salutations! Welcome to the first installment of *From Both Sides Now*, a new forum dedicated to debating and discussing I/O practitioner issues. Rather than trying to describe exactly what this column currently is, perhaps I should begin with what it was supposed to be. This will no doubt empower you to make your own inferences regarding the present and future direction of the forum.

When Kurt and I originally discussed the possibility of doing a debate column, it was my intention to get people in the field to respond to a given issue via a 2-3 page written statement (presumably taking a side—ergo the title of the column). Unfortunately, it proved to be quite difficult to find practitioners willing to write a 2-3 page response to anything. Several people I approached said they simply didn't have the time, although they would like to be contacted again in the future. Other, however, were more cooperative and they had some interesting things to say (as you will see) about the topic of organizational change—the theme for the present debate. Instead of postponing this first issue any longer while waiting for more written commentary, I though I would piece together what I do have in terms of responses and take it from there. After all, it's not as if I will ever have to stand up and defend this stuff, right?

Specifically, for my first issue I was interested in people's reactions to the notion that for an organizational change effort to be truly lasting and successful it should be transformational (i.e., chaotic, fundamental, or revolutionary) versus transactional (i.e., incremental, adaptive, or evolutionary) in nature. While many practitioners and consultants in recent years have taken a firm stance on the side of fundamental change (e.g., Beckhard & Pritchard, 1992), few have advocated incremental change as the way to achieve organizational success. Moreover, I was intrigued by some recent research results we obtained based on OD and I/O practitioners—some of you may remember receiving our questionnaires in the mail last year—concerning their knowledge of change management and consulting styles (Church & Burke, 1993). Included in that survey was a question regarding the importance of transformational change for achieving lasting impact. Interestingly enough, while 87% of the 357 respondents described themselves as "transformational" in their consulting style (based on a series of related items), only 35% agreed with the notion of transformation as the most effective method of organizational change. One participant in the survey, Stirling Rasmussen—a Manager of Organization Development and Training—

provided the following comments regarding these seemingly contradictory findings:

> I've got a thought on the last question, with my personal read on why the answer from a generally transformational group would be so incremental. I would welcome the excitement and challenge of significant and dramatic steps. That would be fun. I yearn for the Jack Welches of the world as clients to ply my trade. So that's my transformational core. Unfortunately, there aren't many Jack Welches. My experience as an internal has been one of pushing and shoving, of building coalitions of line management allies in change, and has therefore been an experience of incremental, gradual change. For me to answer *true* [to the importance of transformational change] raises the possibility that the change that I've been part of hasn't been effective. I wasn't operating at this potentially painful level (my apologies to Jerry Harvey) while answering the questionnaire. I probably wasn't alone. So if I believe (or need to believe) that my change work has been effective, and my experience is one of incremental change, I must therefore answer *false,* even though my core being would welcome—I would like to believe—the 'leaps.' Thus, perhaps, the surprise outcome of the answer.

Thus, for Stirling, transformational change is simply the ideal while transactional change is the reality. Interestingly enough, Peter Block, author of *Flawless Consulting* (1981) and the newly released *Stewardship: Choosing Service Over Self-Interest* (1993), provided me with a similar argument but laced with far more commentary about the field in general. I spoke with Peter on the phone recently regarding his reactions to the transformational-transactional debate. What follows is a paraphrasing of his comments.

> I find your question [regarding transactional versus transformational change] strange to begin with. Every change effort is a transformation of some sorts, but they all occur in small steps. In fact, there are very few instances of true transformational change at all—except for religious experiences and even then most people don't simply drop everything and stop living their lives the same way they had in the past. Basically, change means doing things differently on a daily basis. The transformation versus transactional issue is really one of the timing of such change. Transformational change would consist of anything that immediately causes people to fundamentally alter the way they do their jobs. Even downsizing and restructuring efforts do not always result in immediate changes, although these are examples of organizational transformations. Transactional change, on the other hand, represents how we actually manage ourselves on a daily basis.

Overall, most change is incremental in nature. Life is incremental. Learning is incremental. In fact, I'm thrilled with incremental change. Ideas may be transformational (i.e., a shift in the way people think about the company, customers, employees, the environment), but the actual implementation of that idea is always incremental in form. All organizational change requires radical ideas but an incremental application—usually in the form of several years. For example, while the quality movement is based on a continuous step-by-step process of improvement, the ideas themselves require a major cultural shift. Is that transformational or transactional?

As a field, I think we need to fit more closely what we say will happen with what actually happens in our consulting relationships. I'm not trying to be cynical about the field, but I think we need to be clear up front about change and what can and can't be expected. The client doesn't care what approach you're coming from (e.g., OD, TQM, OB, I/O), just that you can help them with their problems. Don't tell them that by going off somewhere and generating a new set of values for the company that they have managed a major change effort. Wait a while, instead, and see what happens after this information has been worked through the organization.

In general, coming out with a new vision is not really a transformation. Who does it affect? The 2000 people working don't come away with anything different. Even the senior managers probably don't change their behaviors overnight. It takes time to change behaviors, and systems and processes. These are not transformational changes in the sense of radical shifts in the way things are done on a daily basis—despite what some practitioners may think. Every company these days comes out with their "new" five core values (substitute competencies, practices, etc.). But what does it mean to the people in the organization? Most companies have had these things lying around for years. There is nothing new or unique about generating a vision statement.

The general belief in the field is that leadership should create a vision and then capture the enthusiasm of the rest of the organization in supporting that vision. While this can be a rewarding fantasy for the executive, and a legitimizing source of gratification for the external or internal consultant, it is a dependency creating process for the employee. Moreover, this represents a collusion on the part of consultants and top management that their power to say where the company is going can and will make a difference to everyone else. But change doesn't have to start at the top. It often swells up through the middle and eventually the top catches on. As practitioners, we need to go where the energy is at. Unfortunately, many consultants in our field are drawn to the top because it legitimizes their own personal needs.

Thus for me, transformational versus transactional is not the real issue. Almost all change is implemented incrementally. The ideas may be transformational but the standard process is not. Involvement is the primary key for achieving lasting impact. For change to be truly effective, it has to have real meaning, energy, and impact for the people involved.

From Peter's perspective, then, the transformational versus transactional distinction is really based on the nature or content of the ideas being expressed—e.g., a cultural shift versus a new way of processing time sheets. The reality of our experience of change on a daily basis, however, is almost always in an incremental or evolutionary mode. Peter further cautions us to be aware of this distinction, particularly when setting goals and expectations with our internal and external clients.

Another individual with whom I spoke regarding this topic was Gary Kissler, a practitioner with D&W Associates Inc. in Dallas, and author of the recent book *The Change Riders: Managing the Power of Change* (1991). Gary's perspective on the notion of transformational change was a bit different. His response focused more on the relativity of the term transformation and the conditions that initiate such change processes.

> Having worked with organizations moving through periods of substantial change, I draw two conclusions. First, "transformation" seems to be in the eye of the beholder. Second, what transformation does occur probably misses the most important area. What follows is a brief discussion of these two points.
>
> Recently a business article (Fuchsberg, 1993) described efforts as organizational restructuring, comparing the success rates of various approaches to the percentage of businesses using them. One interpretation of the results is that successful transformation is more likely to occur from creating restructuring project teams than engaging in total quality management initiatives. Frankly, my experience suggests that business conditions driving the need for change influence the approach chosen more than any particular process described in the literature.
>
> Two of the more popular choices these days for transforming organizations are re-engineering (Hammer & Champy, 1993) and total quality management (Gabor, 1990). Consider the conditions that seem to lead a business to emphasize one over the other.
>
> For businesses who do not feel under immediate threat and are confident in their current core business processes, a continuous improvement approach tends to be chosen. In a 3-5 year time frame, the intent is to hone existing operations to a fine edge. One finds a

rather broad base of involvement at the lower levels of the organization and considerable time is spent training in total quality techniques, holding meetings, and achieving consensus among options for improvement. Proponents of this approach claim they are transforming the business.

When businesses believe time is running out, a notably different approach is likely to occur. Under such conditions, the overall effort is driven downward from the top, with substantially less involvement of people at lower levels. The focus is not on improving existing processes, but on "starting over" with either totally new core processes, or with a radical redesign of those that exist today. The effort takes about 12-18 months, is quite disruptive, and often results in the loss of about a third of the workforce. Proponents of this approach claim they are transforming the business.

However, what is interesting to me is that I am finding more and more businesses combining both approaches. In fact, organizations like GE, Aetna, and Motorola have mixed and matched techniques with little regard for adhering to the dogma of any particular camp. What's going on here? The logic seems to run something like this: First there is a need for a step-change in performance that can only be brought about by a radical rethinking of how business is conducted. After setting on a new course, one needs to settle things down—but with emphasis on continuous improvement of the new stuff.

The point is that nearly everyone is claiming to be transforming their businesses and—given enough time and a respite from dire competitive pressure—major change can occur using either reengineering or total quality management. Based on the comments I get from my clients, they find strengths and weaknesses in any given approach and wind up customizing theirs by designing just such a combined approach for a health care business. People I work with are bemused by the tempest taking place in the management literature over which transformation approach is better than another. To them, sorting through such debates is a fool's errand since they generally take place in the absence of a specific set of business conditions. I tend to agree.

On the other hand, the literature has been more consistent in describing what contributes to the more successful transformation efforts. Over the past 25 years or so, it has become clear (Kissler, 1991) that the actual number of variables that need to be managed carefully are few in number. Although different authors have used different labels, the underlying definitions are remarkably similar. Four key variables are: Leadership, Workforce, Structure, and Process. Each can be defined as follows:

Leadership:	The carrying out of responsibilities for setting a course of action and offering an example of how this is to be done.
Workforce:	The ability and willingness of people within the organization to carry out the work needed to support the new direction.
Structure:	The roles, responsibilities, and form used to guide and support the change in business direction.
Process:	The actual manner in which work is performed, ranging from direct contact with the organization's external environment to its innermost support operations.

I find myself spending considerable effort trying to help my clients identify their key capabilities that need to be radically altered and to address the four key areas above—simultaneously. Dramatic failures in transformation come about when one or more of these areas is emphasized at the expense of others. For example, one client believed the answer was a multimillion dollar information systems overhaul. Another sent all its managers to a form of leadership "charm school." Yet another trained all employees in statistical process control techniques. And one other is undergoing what I call "organizational liposuction"—the process of dramatic removal of organizational layers, that winds up sucking out more brains than fat.

One might think that tailoring a transformation approach to meet current business conditions and focusing simultaneously on the key variables outlined above would increase the likelihood of success. I believe this is true—but I also believe that we have yet to transform the most significant element in this scenario.

What I think needs to be transformed—above all—is the relationship between the individual and the organization. Any of us who have worked within organizations over the past decade have witnessed massive dislocation of people and an erosion of trust between employee and employer. We have inherited a historic relationship inside organizations where people's bodies were valued over their minds. This led to a parent-child relationship pretense that was unmasked by the dramatic increase in downsizing beginning in the 1980s. People use a broad array of "coping mechanisms" to manage the conflict they encounter within their organizations. Personally, I find the increase in workplace violence and other forms of dysfunctional behavior to be evidence that simply coping isn't enough. We need to change the relationship itself.

A dramatic change has already taken place in many people's minds. Those who lost jobs through no fault of their own are approaching new ones in a way not dissimilar to how people approach second marriages: a triumph of hope over experience—but not without skepticism. They are far less likely to define themselves in terms of what they do for a living—and even less likely to accept judgments of their performance as a measure of their worth as a person. This has created a brittle relationship between managers who continue to value control over commitment and employees who expect a voice and choice over their work lives.

I have described (Kissler, in press) an emerging new employee contract that I see occurring today and ways for organizations to take advantage of this change. Put simply, the old contract and new emerging contract have two clear perspectives:

Old	New
The organization is "parent" to employee "child."	The organization and employee enter into "adult" contracts focused on mutually beneficial work
Employee's identity and worth are defined by the organization.	Employee's identity and worth are defined by the employee.
Those who stay are good and loyal; others are bad and disloyal.	The regular flow of people in and out is healthy and should be celebrated.
Employees who do what they are told will work until retirement.	Long-term employment is unlikely; expect and prepare for multiple relationships.
The primary route for growth is through promotion.	The primary route for growth is a sense of personal accomplishment.

The primary challenge to this shift is to overcome a co-dependency that has developed between employees and employers. I have personally witnessed people shying away from even considering themselves as "free agents" and capable of entering into a new relationship with their organization. On the other side I have seen organizations choose to offer marginal customer service rather than

lose their perceived power over their employees—a perception that is largely myth.

As my clients consider their choices among transformation processes, it is easy to become focused primarily on the more tangible aspects associated with them. Such things as reduced cycle time, increased product/service quality, and overall cost reduction are critical elements in such choices. However, without also addressing the fundamental shift in the employee-organization relationship, I believe the full potential of transformation will not be reached. Hugo Munsterberg would likely agree that I/O psychologists are capable of enhancing transformation—regardless of the approach chosen—because of their understanding of this issue.

If you step back a moment and let Gary's comments sink in, I think you'll agree that his answer to the notion of transformational versus transactional change is "it depends." Gary makes the argument that both approaches represent distinctly different yet quite complimentary paths to organizational change, and that the selection of one method over the other should be based not on the latest fad in management consulting, but on the business conditions driving the change effort in the first place. Moreover, from Gary's perspective, the nature of the change itself is not the primary determinant of success. He suggests that practitioners should focus their efforts instead on the critical aspects of leadership, workforce, structure and process in order to achieve lasting organizational change.

Based on the responses above, it appears that there may be as many definitions and approaches to change as there are individuals practicing in our field. What is transformational change to one group is incremental to another, and vice versa. If you're in the quality camp, for example, references are made to the quality revolution. Folks in the visionary leadership business, however, consider themselves to be pursuing dramatic shifts in the way managers think about their work. Even those of us who engage in organizational assessment and survey projects tend to classify our own efforts as falling under the rubric of catalyst for significant organizational change.

In the final analysis, the notion of transforming organizations into "something better" represents the ideal for many of us (although we undoubtedly differ in our definitions of that something better as well). This humanistic goal is one of the key motivators of our field (Church, Burke, Van Eynde, 1994), and of the larger discipline of psychology as well. Thus, it is not surprising that we gravitate toward the notion of transformations. Yet we probably experience our lives as being mostly transactional on a daily basis. I know I don't go to work everyday with the idea of transforming our basic systems and processes, and yet sometime last year that's just what we did—we shifted from one method of producing individualized feedback reports (using primarily a mail merge function) to a completely different approach (based on a complex macro language). Thus, in retrospect, the last year has had elements of both transformational and transactional change for me personally as well as for our company in the way we do business. Moreover, it is likely that one could find examples of both types of change in almost any organizational example if one looks hard enough. This is what, I believe, the practitioners above are trying to tell us. Ultimately, change is what we make it. We obviously still have some ways to go as a field, however, before the terms transformational and transactional change themselves develop consistently accepted meanings. We may also need to spend some more time thinking about field itself and what we truly value as practitioners and facilitators of such change.

Well, that's it for this topic and for this issue of **TIP.** A hearty thanks to those who contributed to this discussion. I'd love to hear from you if you have any reactions to the present topic, great ideas for future content areas or debate questions, or if you would like to participate in an upcoming discussion. I can be reached at *W. Warner Burke Associates Inc.*, 201 Wolfs Lane, Pelham, NY 10803. Give me a call at (914) 738-0080 or fax me a line at (914) 738-1059 and let me know what you think. Until next time. . . .

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Biographies:

Peter Block is an organization development consultant and a founding partner of Designed Learning, Inc. He has consulted to organizations for more than twenty-five years and is the author of the bestsellers *Flawless Consulting* and the *Empowered Manager*. Peter's books are the bases for skills taught in Designed Learning's professional workshops.

Gary D. Kissler owns D&W Associates, Inc., a Dallas-based consulting firm. Previously he has held positions in the public and private sectors as a Human Resource executive, line manager, and research psychologist. He earned his Ph.D. from the University of Tennessee.

THE STUDENT NETWORK: SURVEY RESULTS AND MORE

Kerry A. Burgess
University of Central Florida

Well, all of the results have been tabulated from the student network survey, and the student response was overwhelming! I received 274 surveys from students in I/O programs across the country. This certainly reflects the perceived importance and need for more information addressing student issues. All of the feedback about the column as a regular feature was also very supportive and positive.

Moreover, I received correspondence from 42 students who will represent their universities as student representatives for this column. Their enthusiasm and interest in helping with the Student Network has been terrific. In this issue, after the results are reported, a feature article written by three of these representatives, Charlotte Gerstner, Laura Hamill, and Andor Reiber, will be presented. In light of the upcoming conferences and submission deadlines, I thought it would be timely for them to discuss why students should attend conferences (e.g., SIOP, IO/OB), as well as the impact of presentations and publications on students' futures.

A reminder to all student representatives (and any other readers): Please feel free to drop me a note at any time if there's anything of interest going on at your school, etc., that you think other students would be interested in hearing about. I'll do my best to report those items.

Finally, I would like to extend my thanks to everyone who took the time to fill out and return the surveys—especially those students who advertised it to their classmates. I think this column will not only be very worthwhile for students, but a lot of fun, also.

STUDENT SURVEY RESULTS: ITEMS OF INTEREST

Kerry A. Burgess
Stephanie T. Church
University of Central Florida

A student survey appeared in the July issue of **TIP,** asking students to indicate their level of interest in seeing various areas discussed in upcoming columns. Before jumping into the results, let's first take a look at the student respondents. Over a two-month period, 274 completed surveys were returned. Of those, 268 were graduate students, and 6 were undergraduates. Of the graduate students, 166 were enrolled in Master's programs and 93 were Ph.D.

students (15 didn't respond). The average age was 26, with respondents ranging from 20 to 54 years of age (the modal ages were 23 and 24). Now let's get down to business:

Table 1 displays the items and their means from the survey. As can be seen, *The final years . . .* and *Life after graduate school . . .* seem to be the areas of most importance to the respondents. This is not surprising since most students regard their immediate and long-term future plans with much value. In contrast, the first two sections, *Applying to graduate school and When you get there . . .* ranked lowest. This, too, makes sense since most respondents (i.e., graduate students) have already been through these experiences.

Table 1
Survey Results

1—Item of no interest 2—Item of little interest
3—Item of some interest 4—Item of interest
5—Item of great interest

I. APPLYING TO GRADUATE SCHOOL	
1. Applying to master's vs. doctoral programs	$\bar{x} = 4.34$
2. How graduate schools select students	3.75
II. WHEN YOU GET THERE . . .	
1. Type of advisor that students seek	$\bar{x} = 3.39$
2. Time management skills that students need	3.26
3. Transitioning from undergrad. to grad. school	3.14
4. Problems encountered with peers and professors	3.38
5. Advisors v. mentors	3.50
III. INTERNSHIPS	
1. Research vs. teaching internships	$\bar{x} = 3.97$
2. Obtaining internships	4.52
3. Research/teaching opportunities available	4.27
IV. THE FINAL YEARS	
1. Common problems with theses/dissertations	$\bar{x} = 4.47$
2. General steps to doing theses/dissertations	4.39
3. What students can expect when defending	4.40
4. Preparing for comprehensives	4.38
V. CONFERENCES/JOURNALS	
1. When and why students should attend conferences	$\bar{x} = 3.60$
2. How presentations/publications impact students' futures	3.89
3. Calendar of upcoming conferences, etc.	3.86
4. Societies that students should belong to	4.03
5. Journals students should subscribe to	3.91
VI. LIFE AFTER GRADUATE SCHOOL . . .	
1. KSAs for graduating I/O students	$\bar{x} = 4.36$
2. Average starting salaries	4.40
3. Applied vs. academic occupations	4.34
4. Transitioning from student to professional status	4.16
5. The job search	4.63
6. Private vs. public sectors	4.17
7. Developing resumes	4.19
VII. OTHER ISSUES	
1. Programs at specific universities	$\bar{x} = 3.68$
2. Rankings of graduate programs	4.04
3. Developing professional contacts—"networking"	4.48

An open-ended section was included which encouraged respondents to list any items not covered by the survey but still believed to merit attention. The more prominent issues mentioned included how to publish theses/dissertations, tips on doing well at conferences, and juggling school with work and/or family life.

Based on these results, prospective feature columns written by student representatives will reflect these items of interest and importance. Future feature columns will address such issues as the transition into the workforce, along with surviving the challenges of the final years (see the October, 1993 issue of **TIP** for a feature column addressing the preparation and steps in doing theses/dissertations).

While the upcoming feature articles will not provide the full remedy for each concern, they will, hopefully, impart insight into correct paths to take, or guidelines to assist you. Additionally, as with the article provided below, each feature will be written by fellow students. Not only will these features provide more interaction, but they will also come from the perspective of those in similar situations as other students.

GAINING THE UPPER-HAND: THE IMPORTANCE OF PUBLICATIONS AND PRESENTATIONS

Charlotte Gerstner, The Pennsylvania State University
Laura S. Hamill, Old Dominion University
Andor Reiber, Wayne State University

Remember the days when doing well in school meant going to class and doing all of your homework? Ah yes, the good old days. While classes and homework are certainly still around, graduate students have the additional considerations of research projects, papers, presentations, publications, revisions, and the list goes on. As students, it is very easy for us to get bogged down with classes and exams and feel like we just don't have time for much else. Nevertheless, publications and conference presentations should be critical components of proper graduate training, especially in a discipline that puts a lot of faith in such. Life after graduate school, whether it be in academia, government, or business, has very few classes and exams. In academia, evaluation is greatly influenced by conference presentations and publications. Although practitioners are not often encouraged to publish, and may not always attend conferences, these same skills are necessary when presenting projects to clients and completing the deliverables, which are often in the form of technical reports. Success, whether it be in presentations or publications, is not innate, nor does it mystically appear upon completion of the degree. These are skills that need to be honed, and practice makes perfect.

Given the high rejection rate for initial submissions to APA journals (Fiske & Fogg, 1990), it is very easy for students to be intimidated by the process. After all, if professors are getting some of their papers bounced, why should we bother? Although this process can be highly frustrating, the only way to master it is through persistence. Publishing requires a great deal of trial and error, as well as realistic expectations. This entails lots of practice, and a thick skin. On a positive note, many students have succeeded in publishing their master's theses, dissertations, and general research projects. As they can tell you, the real payoff comes the day you finally see your name in print.

In addition to publications, it is important for us to consider presenting our research at professional conferences (e.g., SIOP, APA, I/O-OB). Because of the nature of the publication process, there is a considerable time lag between finishing research and seeing it in print (Campbell, 1982). This is not the case with conferences. Furthermore, because students are working on original projects in the form of theses and dissertations, we have a lot to share with the professional community. Once again, however, there is always the fear that every big name you cite in your paper will show up in the audience and fire impossible questions at you. In light of this, there are less stressful ways to present your research. Poster sessions at conferences provide a good opportunity to present your work, while meeting and talking with people who are interested in similar topics.

Even if students do not present at conferences, there are still benefits to attending. First, conferences offer a means for determining what kinds of research and practices are being conducted in our field. This includes new content areas, methodology, and analyses. Conferences often stimulate new research ideas (which could have implications for theses and dissertation ideas), based on the broad range of information presented.

Another reason to attend conferences is to network. Collaborative research, internships, job leads, and other information can be obtained by getting to know professionals in the field. Placement services for jobs and internships are also offered, and are a convenient, yet rare opportunity to seek interviews with multiple organizations in a short time span.

Finally, conferences provide insight into the entire field of I/O psychology. This view of the big picture helps individuals who are relatively "new" to the field examine the kinds of research conducted. As graduate students, seeing and experiencing this firsthand allows us to determine where our interests lie. This experience also helps graduate students decide what contributions they want to make to the field and in what form the contribution will be manifested.

One conference at which graduate students can present their research in a non-threatening environment is the I/O-OB Graduate Student Conference. The I/O-OB conference has provided students the opportunity to impress their peers with a cornucopia of ways to say "my interpretation of the evidence

suggests that further research is needed." (Let's be honest, we've all wanted to say that and sound like the authorities that we truly are!)

The I/O-OB conference is an annual event, where graduate students gather to present their ideas and research. Students have the opportunity to network with their peers and discuss the field's latest developments (i.e., their own research) with each other. It is an enriching environment in which to network with other students across the country. Students from many universities participate in this unique graduate experience, developing bonds which can turn into career-long contacts.

Students present their research in the absence of faculty members and other I/O professionals—thus alleviating the fear of presenting in front of learned experts. Only fellow students make up the audience. Moreover, experts in the field present workshops on a variety of topics. Submissions of all types are accepted for presentation; they need not be fully completed pieces of research. Although the aim of the conference is to enrich students' educational experiences, rumor has it that participants enjoy "after conference" social activities, too. In recent years, the conference has been held in such "happening" cities as New Orleans, Toronto, Columbus, and St. Louis. The 1994 I/O-OB Conference will be hosted by DePaul University in Chicago. If you have questions, conference organizers will be able to help.

Classes and exams are important and should not, of course, be neglected (lest you will not be in graduate school for long!). Nevertheless, the future of our discipline depends on the scholarly exchange of information within the professional community. Because we are the future of this discipline, it is very important that we become involved in this exchange early on through conference presentations and publications.

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International Affairs Sub Committee Report: International Test Commission Update

Barbara B. Ellis
University of Texas at El Paso

At a recent meeting of the Executive Committee of the International Test Commission (ITC) held at Oxford University, updates were provided on two of the ongoing projects: (1) the project to establish technical standards for test translations and (2) the project on the assessment of "ideal" psychometric standards for tests.

Ron Hambleton, chair of the test translation project, outlined the background and purposes of the project, the composition of the committee responsible for the project, and their progress to date. Increased efforts to internationalize business and manufacturing and a growing interest in cross-cultural research and international comparative studies of educational achievement will result in a need to translate and/or adapt ability, attitude, and personality tests for use in multiple cultural/linguistic settings. To date, guidelines for test translations or adaptations are to a large extent incomplete from a psychometric standpoint. What literature does exist is scattered throughout numerous journals, books, and technical reports. Although technical testing standards do exist, they are provincial in perspective and, therefore, do not address the problems associated with transporting tests across cultural or linguistic boundaries. Indeed, the 1985 Test Standards established by ERA, APA, and NCME give only limited attention to test translations.

A 13-person committee was charged with preparing and disseminating a set of validated technical standards for translating tests and establishing test score equivalence. The committee is composed of representatives from the ITC, the European Association of Psychological Assessment, the International Association of Applied Psychology, the International Association of Cross-Cultural Psychology, the International Association for the Evaluation of Educational Achievement, the International Union of Psychological Science, and the International Language Testing Association.

Following an extensive literature review and a planning meeting held in the Hague in September 1992, a preliminary version of the standards were prepared and presented at the meeting of the American Psychological Association in Toronto in August of 1993. It is anticipated that the final results of the project will be presented at the International Congress of Applied Psychology in Madrid in 1994. For more information on the test translation project contact: **Dr. Ron Hambleton, University of Massachusetts, Laboratory of Psychometric and Evaluative Research, Amherst, MA 01003.**

Dr. John Keats is heading a project examining "ideal" psychometric standards for tests. An initial report on the extent and effectiveness of guessing at various score levels was presented in a 1992 *ITC Bulletin* (Vol. 19, No. 1). A study conducted by John Keats and Don Munro showed that the extent and effectiveness of guessing were related to score level and item difficulty. The authors concluded that failure to account for score level may result in difficulties in parameter estimation when a pseudo-guessing parameter is included.

Two new studies related to "ideal" psychometric standards are underway. In an examination of current methods of scoring objective tests with dichotomous and polytomous items, Keats found that adding item scores was justified for dichotomous items, however, with trichotomous and other higher order ploytomous items, the justification for scoring tests by adding item scores did not hold from an ordinal point of view. In the latter case, the ordering of subjects by summing item scores was not the ideal ordering that could be obtained from the item responses. A second study applying a decision theory model to performance on objective tests is being conducted by Richard Heath and Din Yi-Bing. A new IRT model that incorporates response time will be evaluated. For more information on the "ideal" standards project, contact **Dr. John Keats, Institute of Behavior Science, University of Newcastle, Newcastle, NSW 2308, Australia.**

How Our Society Works: Continuing Education and Workshop Committee

Catherine Higgs
Allstate Research and Planning Center

SIOP's Continuing Education and Workshop Committee (CEWC) is charged with: preparing and conducting the annual Society workshop program; evaluating the developmental needs of members; and encouraging and promoting improvements in the scientific and professional skills of members. SIOP members with ideas for the committee are invited to contact me. In the following sections I've outlined some of our current CEWC activities and identify some specific areas where suggestions would be helpful.

Annual Workshop Program Format. Our workshop program for the 1994 SIOP conference is described in another section of this issue of **TIP.** As any former workshop participant or presenter knows, the workshop program is a long and busy day! A full day session on individual assessment is offered this year, in addition to a wide choice of 13 half-day sessions. Some of this year's sessions are ambitious enough to require pre-work before the actual workshop session. In addition, at the end of the workshop day, workshop participants and presenters are invited to a social hour to talk about the ideas generated during the day, and to develop new relationships begun during the workshop sessions. As the final event of the workshop day, the social hour event is limited to workshop presenters and participants, and their guests (for an additional fee).

Planning the Workshop Program. The CEWC plans the annual workshop program based on information collected through a variety of needs assessment processes. CEWC members consider all the information we have and then plan the topic areas for the workshop program. After the topic areas are identified, we nominate several potential presenters for each topic. Each CEWC member then works to select the presenter for a particular topic area and further define the workshop to best meet member's needs. In this respect, the workshop program is quite different from the conference program.

One needs assessment process we use is a survey of a sample of SIOP members. Another method to solicit input on developmental needs and workshop ideas in articles like this. If you would like to suggest workshop topics or presenters, please let me know what they are—CEWC would be glad to consider your suggestions. In the last few years, CEWC experimented with a formal "call for proposals." We will be discontinuing this process since only a few of the proposals submitted matched the needs expressed by members. But anyone who would like to be a workshop presenter is invited to self-nominate. And, of course, if you have other needs assessment processes to suggest, we'd appreciate hearing about that too.

Scientific and Professional Skill Development. Current activities of CEWC consist almost exclusively of the annual workshop program. Another initiative that several CEWC members, led by Ron Page, are pursuing this year is "benchmarking" our professional and skill development efforts to those of several other professional societies. If you have suggestions for other scientific and professional skill development activities that you would like CEWC to consider, please contact me or Ron Page.

Finally, remember that the conference is a month earlier this year. Get your workshop registration in right away to reserve your place!

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

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UPCOMING CONFERENCES AND MEETINGS

This list was prepared by Julie Rheinstein and David Pollack for SIOP's External Affairs Committee. If you would like to submit additional entries please write **Julie Rheinstein at the U.S. Office of Personnel Management, 1900 E Street, NW, Room 4A10, Washington, DC 20415, (or call (202) 606-0600, or FAX entries to (202) 606-1399).**

Jan. 12-14	National Leadership Institute and University of Maryland Research Conference on "The Myers-Briggs Type Indicator and Leadership." College Park, MD. Contact: NLI, (301) 985-7195.
Jan. 25-26	Joint University of Maryland—University of Michigan Program in Survey Methodology. Short course on "Measurement Errors in Surveys." College Park, MD. Contact: JPSM, (800) 937-9320.
Feb. 10-13	10th Annual Mid-Winter Meeting of the Society of Psychologists in Management. Theme: "Creatively Integrating Psychology and Management: 10 Years of SPIM." Scottsdale, AZ. Contact: Rodney L. Lowman, (713) 527-9235.
Feb. 17-18	PAQ Services, Job analyst training on "The Position Analysis Questionnaire." Logan, UT. Contact: Connie Mecham, (801) 752-5698.
Feb. 23-24	Joint University of Maryland—University of Michigan Program in Survey Methodology. Short course on "Self-Administered/Mail Surveys." Washington, DC. Contact: JPSM, (800) 937-9320.
March 4-6	15th Annual Industrial Organizational Psychology/Organizational Behavior Graduate Student Conference. DePaul University, Chicago, IL. Contact: IOOB (312) 362-5902.
April 4-8	Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, (202) 223-9458.
April 4-8	Annual Convention, National Council on Measurement in Education. New Orleans, LA. Contact: NCME, (202) 223-9318.
April 7-10	Ninth Annual Conference of the Society of Industrial and Organizational Psychology. Nashville, TN. Contact: SIOP (708) 640-0068.
April 26-29	22nd International Congress on the Assessment Center Method. San Francisco, CA. Contact: Jeffrey Bondy, (415) 995-4050.

May 15-19	Annual Conference of the American Society for Training and Development. Anaheim, CA. Contact: ASTD (703) 683-8188.
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, 61-75952215.
July 10-13	Third Western Academy of Management International Conference: "Regional and Global Dynamics." Brisbane, Australia. Contact (USA): Bruce Drake, (503) 283-7224.
July 17-22	23rd International Congress of Applied Psychology. Madrid, Spain. Contact: Secretariat, Colegio Oficial de Psicologos, 23 IAAP Congress, Nunez de Balboa, 58, 5, 29001 Madrid, Spain.
July 23-27	Annual Conference of the American Society for Public Administration. Kansas City, MO. Contact: ASPA, (202) 393-7878.
Aug. 12-16	Annual Convention of the American Psychological Association. Los Angeles, CA. Contact: APA (202) 336-6020.
Aug. 14-18	Annual Convention of the American Statistical Association. Toronto, Canada. Contact: ASA, (703) 684-1221.
Oct. 24-28	Annual Conference of the Human Factors Society. Nashville, TN. Contact: The Human Factors Society, (310) 394-1811.
Nov. 2-5	Annual Convention of the American Evaluation Association. Boston, MA. Contact: John McLaughlin, (804) 225-2089.

1995

May 18-21	Tenth Annual Conference of the Society of Industrial and Organizational Psychology. Orlando, FL. Contact: SIOP (708) 640-0068.

1996

April 25-28	Eleventh Annual Conference of the Society of Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP (708) 640-0068.

Calls and Announcements

CALL FOR COMMENTS ON THE AERA, APA, NCME *STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING*

The *Standards for Educational and Psychological Testing* have become the definitive guidelines for the development and use of educational and psychological tests. The American Educational Research Association (AERA), the American Psychological Association, and the National Council on Measurement in Education (NCME) have collaborated for almost 30 years in producing these standards, which are widely accepted by professionals from various disciplines. Separate standards were first issued by APA in 1954, and by AERA and NCMUE in 1955. The three associations collaborated on subsequent revisions, released in 1966, 1974, and 1985.

Recognizing many recent advances in testing and evaluation, AERA, APA, and NCME recently established a Joint Committee to undertake a revision of the *Standards*. The presidents of the three sponsoring organizations have appointed Eva Baker and Charles D. Spielberger as co-chairs of the Joint Committee that will include 14 additional committee members appointed via consensus of the presidents of the three sponsoring organizations. The Joint Committee welcomes your input in regard to the overall scope and content of the current Standards, as well as specific suggestions for modifications or additions.

To facilitate the Joint Committee's review of recommendations, comments must (a) reference specific existing standards from the 1985 edition (b) propose specific wording for new standards or modifications to existing standards, and (c) include a rationale for each proposed modification or addition. Please forward your comments by May 1, 1994 to:

Test Standards Revision Project
Attn: Dianne L. Schneider
Science Directorate
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Internet: SCLAPA@EMAIL.APA.ORG
(202) 336-6000
FAX (202) 336-5953

P&C Board Appoints Editor for New Journal: Journal of Experimental Psychology: Applied

In 1995, APA will begin publishing a new journal, **Journal of Experimental Psychology: Applied.** Raymond S. Nickerson, PhD, has been appointed as editor. Starting immediately, manuscripts should be submitted to

Raymond S. Nickerson, PhD
Editor, JEP: Applied
Department of Psychology
Tufts University
Medford, MA 02155

The **Journal of Experimental Psychology: Applied** will publish original empirical investigations in experimental psychology that bridge practically oriented problems and psychological theory. The journal also will publish research aimed at developing and testing of models of cognitive processing or behavior in applied situations, including laboratory and field settings. Review articles will be considered for publication if they contribute significantly to important topics within applied experimental psychology.

Areas of interest include applications of perception, attention, decision making, reasoning, information processing, learning, and performance. Settings may be industrial (such as human-computer interface design), academic (such as intelligent computer-aided instruction), or consumer oriented (such as applications of text comprehension theory to the development or evaluation of product instructions).

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, PhD
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.

George Meany Center for Labor Studies Institute for the Study of Labor Organizations Fellowships

The Institute for the Study of Labor Organizations, the research arm of the George Meany Center for Labor Studies, is seeking proposals from labor studies scholars, social scientists, historians and other interested researchers, for up to six months, to do research projects on labor union administration, structure, and organizational development. Special consideration will be given to projects which include the development of educational materials for unionists.

The Institute is located on the 47-acre campus of the George Meany Center in Silver Spring, Maryland (suburban Washington, DC). The Center houses a substantial specialized labor studies research library and the Archives of the AFL-CIO. The Center maintains a press and *Labor's Heritage* magazine, and is within short commuting distance of the Library of Congress, the National Archives and the research facilities of the University of Maryland.

Stipends include optional room and board at the Center's facilities and research grants of up to $5,000. Deadline date for proposals: February 1, 1994. Fellowships to begin: April 1, 1994. Proposal length: approximately 10 typewritten pages, double spaced.

Reply to:
Institute for the Study of Labor Organizations
George Meany Center for Labor Studies
10000 New Hampshire Avenue
Silver Spring, MD 20903
FAX: 301/434-0371
NOTE: Telephone inquiries may be directed to
Robert J. Pleasure at 301/431-5400.

CALL FOR PAPERS:
SPECIAL ISSUE ON DECISION MAKING IN COMPLEX ENVIRONMENTS

A special issue of *Human Factors* devoted to research on decision making in complex environments is currently being planned. We seek empirical and theoretical manuscripts that are aimed at understanding how people make decisions in realistic settings. We are particularly interested in examining decision making processes in environments characterized by: rapidly evolving and changing conditions, time compression, ambiguity and uncertainty, multiple information sources, and severe consequences for error (i.e., high stakes). The issue will be coedited by Eduardo Salas and Janis A. Cannon-Bowers.

Topics of interest include, but are not limited to: Team decision making; decision aiding and support; decision making training; the impact of stress on decision making; performance measures in decision making tasks; methodological issues in studying decision making; and paradigms for studying "real world" decision making. Both theoretical and empirical papers will be considered, with an emphasis on field research and application to real world settings. Laboratory research will be considered if its generalizability and applicability to operational settings is clear. Manuscripts should be prepared in accordance with the *Publication Manual of the American Psychological Association,* and should not exceed 35 pages (including references, figures, tables, footnotes and appendices).

Those interested in contributing to the special issue should send five copies of a completed manuscript to Eduardo Salas, Code 262, Naval Training Systems Center, 12350 Research Parkway, Orlando, FL 32826, or call (407) 380-4651 to make other arrangements. The deadline for submissions is March 1, 1994. All manuscripts will be subjected to the normal *Human Factors* review process.

1994 Human Resources Scholarly Achievement Award
CALL FOR NOMINATIONS

The Human Resources Division of the Academy of Management announces a call for nominations for its annual "Scholarly Achievement Award." The award will be presented to a work published in recognized periodical outlets, such as journals and research annuals, that are generally available to Division members. Nominated papers must have a publication date of 1993. Recipients of the award need not belong to the Academy of Management or the Human Resources Division.

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

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

The award winner will be announced at the August, 1994 Academy of Management Meeting, during the Human Resource Division's Business Meeting. Award recipients will be presented with a plaque of recognition.

All nominations should be sent to Michael Mount, University of Iowa, College of Business Administration, Iowa City, Iowa 5241, (319) 335-09532, (319)335-1956 (FAX). **To receive consideration, nominations must be postmarked no later than March 21, 1994**

CALL FOR PAPERS

The Center for the Study of Work Teams has a call for papers for the Fifth Annual Fall Conference on Self Managing Work Teams. Papers from universities and industry are welcome. The papers must follow the guidelines set by the Center for the Study of Work Teams: therefore, please call the Center (attn: conference team) at (817) 565-3096 for a copy of submission guidelines. Submission deadline is April 19, 1994.

Call for Papers
Academy of Management Review Special Topic Forum on DIVERSITY WITHIN AND AMONG ORGANIZATIONS
Submissions must be received on or before: July 1, 1994

General Explanation: Occasionally, *AMR* draws attention to a particular topic, concept, theory or perspective by coordinating the publication of a small set of related papers, which are grouped together to comprise a "Special Topic Forum." Manuscripts published in a Special Topic Forum are subjected to the same review procedures and evaluation standards as any other article published in the journal, with two exceptions: (a) authors who wish to have a manuscript considered for a Special Topic Forum must indicate this when they submit manuscripts for review, and (b) the manuscript must be received on or before the date specified in the Call for Papers.

Topic: Diversity Within and Among Organizations. A variety of forces are increasing diversity within and among organizations, including globalization, changing workforce demographics, and various organizational restructuring. Consequently, organizations must learn to effectively manage many types of diversity. In contrast to the traditional "one best way" approach to addressing management issues, modern organizations are managing in ways that acknowledge diversity and seek to gain value from diversity. Making this change successfully requires a fundamental paradigm shift; existing organizational processes—developed to reduce or eliminate variation and uncertainty—are now being questioned and revised. Among the actions that may follow from attempts to treat diversity as valuable rather than problematic are: customizing internal and external products and services; recruiting and supporting diversity within the workforce; re-organizing operations around cross-functional and/or international teams; and forming strategic alliances with other organizations. Such changes often have broad and unanticipated consequences—both positive and negative—for organizational functioning and effectiveness.

The diversity revolution underway in many organizations is now beginning to reshape management research and theory. This Special Topic Forum will highlight the most innovative conceptual work being conducted on the topic of diversity, broadly construed. Articles being sought include those which: develop our ability to rigorously conceptualize the concept of diversity itself, as well as its causes and consequences; illustrate how theory and research from other disciplines can be adapted and extended to inform our understanding of diversity within and among organizations; illustrate how the concept of diversity can be used to integrate previously distinct streams of management inquiry; review and critique established pockets of management research and theory that have long included diversity as a central concept; discuss the concept of diversity from a perspective that incorporates multiple levels of analysis; and/or show how relatively simple frameworks or theories can be used to understand this apparently complex issue.

Procedures for Submitting Manuscripts: To be considered for publication in this Special Topic Forum, manuscripts must be received by **July 1, 1994.** Details concerning *AMR's* procedures and evaluation criteria are printed in all issues of the journal in a section titled, *Information for Contributors.* Instructions for manuscript preparation are provided in the *Academy of Management Review Style Guide for Authors,* which is printed in each January issue of the journal. Current version of these documents are available from the Editor, also (Susan E. Jackson, *Academy of Management Review,* 6 Washington Place, New York University, New York, NY 10003-6634). Authors should consult both documents and follow them closely when submitting manuscripts.

Request for Volunteers: If you are interested in serving as an *ad hoc* reviewer for this Special Topic Forum, please send the Editor a letter describing your relevant expertise and reviewing experience.

Call for Papers
Academy of Management Review Special Topic Forum on ECOLOGICALLY SUSTAINABLE ORGANIZATIONS
Submissions must be received on or before: May 15, 1994

General Explanation: Occasionally, *AMR* draws attention to a particular topic, concept, theory or perspective by coordinating the publication of a small set of related papers, which are grouped together to comprise a "Special Topic Forum." Manuscripts published in a Special Topic Forum are subjected to the same review procedures and evaluation standards as any other article published in the journal, with two exceptions: (a) authors who wish to have a manuscript considered for a Special Topic Forum must indicate this when they submit manuscripts for review, and (b) the manuscript must be received on or before the date specified in the Call for Papers.

Topic: Ecologically Sustainable Organizations. Corporate leaders and the media are describing the 1990's as the decade of the environment. Concerns about the natural environment are escalating as more people recognize the value of preserving and enhancing it. During the past two decades, environmentalism has emerged as an economic, political, moral, and social force of international scope. Management scholars have much to learn from and share with scholars who study issues of ecology and the environment. To stimulate discussion across relevant disciplinary boundaries, *AMR* seeks manuscripts that draw out the implications of ecological concerns for managerial theory and research.

There are significant linkages between natural environments and the activities of organizations. Firms affect their environments through their choices of products, packaging, production techniques, distribution systems, and their waste and hazard management practices. To be ecologically sustainable, organizations need to conserve natural resources and energy, protect the health of employees and the public, and minimize the technological risks to which communities are exposed.

The influence of environmentalism is evident in practical and intellectual movements such as: Sustainable Development; Design for the Environment; Industrial Ecology Networks; Manufacturing for the Environment; Conservation and Clean Technologies; Ecological Economics; and Environmental Law. For this Special Topic Forum, we are especially interested in the implications of these ideas for improving our understanding of organizational strategies and competitive practices, structural arrangements, technology, individual and group behaviors, human resources management, and many other topics of interest to the field of management.

Procedures for Submitting Manuscripts: To be considered for publication in this Special Topic Forum, manuscripts must be received by **May 15, 1994**. Details concerning *AMR's* procedures and evaluation criteria are printed in all issues of the journal in a section titled, *Information for Contributors*. Instructions for manuscript preparation are provided in the *Academy of Management Review Style Guide for Authors,* which is printed in each January issue of the journal. Current versions of these documents are available from the Editor, also (Susan E. Jackson, *Academy of Management Review,* 6 Washington Place, New York University, New York, NY 10003-6634). Authors should consult both documents and follow them closely when submitting manuscripts.

Request for Volunteers: If you are interested in serving as an *ad hoc* reviewer for this Special Topic Forum, please send the Editor a letter describing your relevant expertise and reviewing experience.

Opportunities for I/O Psychologists

The Team Research & Education Center (TREC) is a nonprofit educational organization affiliated with Stevens Institute of Technology, located in Hoboken, NJ. Our mission is to provide technology-driven members with up-to-date information on innovative team management practices. We accomplish our mission by providing applied research and practitioner-oriented educational programs that focus on better ways to implement and manage teams.

We have two opportunities for I/O psychologists interested in the area technology-based teams. First, we are looking for speakers to present their research and or field experience at our annual conference co-hosted by the Product Development and Management Association (PDMA) on March 2, 1994. The title of this year's conference is "Improving New Product Team

Performance." Secondly, we are seeking those interested in doing research in the area of technology-based teams. Early next year, we will be sending out Requests for Proposals based on the needs of our sponsors. If you are interested in either participating in the conference or receiving an RFP for funded research, please contact **Jack McGourty at (201) 593-9203 or Fax (201) 593-0172.**

"Diversity in Organizations"

"Diversity in Organizations" will be the topic of a day-long conference featuring eight outstanding social scientists from around the nation, to be held at the Claremont Colleges on Saturday, February 12, 1994. The conference is co-sponsored by the Claremont McKenna College Leadership Program, the Claremont Graduate School's Symposium on Applied Social Psychology, and the Society for the Psychological Study of Social Issues (SPSSI). Featured speakers include, Harry C. Triandis, "A theoretical framework for the study of diversity;" Claude Steele, "Stereotype vulnerability: A new model of the effects of sex, race, and reputation on intellectual performance"; Susan E. Jackson, "diversity and the management of decision-making teams"; Anne S. Tsui, "Diversity in organizations: lessons from demography"; Daryl G. Smith, "The impact of diversity on higher education"; Taylor Cox Jr., "An analysis of departmental affiliation/professional discipline as dimensions of workforce diversity;" Roosevelt Thomas, "Managing diversity: An evolving concept"; and Bernardo Ferdman, "Cultural identity and diversity in organizations: Bridging the gap between group differences and individual uniqueness." A book including these conference presentations and other papers will be published by Sage Publications. The registration fee for the conference is $25 ($15 for students) and includes a buffet lunch. For registration or further information contact the psychology department at **Claremont Graduate School, Claremont, CA 91711; Phone (909) 621-8084.**

Certification Program

The Association of Certified Turnaround Professionals, Inc. (ACTP), an independent certification organization for turnaround managers and consultants was formed by Gary Brooks, CMC of Allomet Partners, Ltd., President of the new organization.

According to Brooks, Certification will require meeting standards of education and professional experience and the successful completion of an examination based on a "Body of Knowledge" in law, accounting, and management. Sponsored by TMA, the certification program is a vital one intended to provide an objective measure and recognition of expertise in the critical areas of crisis intervention, restructuring and renewal of troubled businesses.

ACTP's Faculty, headed by Faculty Dean Dr. Harlan Platt, Professor of Finance, College of Business Administration at Northeastern University is composed of six additional members of the academic and practicing professional communities. The Standards Committee is chaired by Michael Kohn, Senior Vice President, First National Bank of Chicago.

Applications for Certification are available from: **ACTP Office, c/o Dr. Peggy Fletcher, Northeastern University, 413 Hayden Hall, Boston, MA 02115.**

Bridging the Gap
20th Annual IAEA Conference

The New Zealand Qualifications Authority is delighted to be able to host the 1994 International IAEA Conference, in Wellington, New Zealand.

The theme of the conference—Bridging the Gap—is about finding new curricula and methods of assessment that encourage and enable people to go on learning.

Successfully "bridging the gap" for the 15-to 19-year old age group is acknowledged to be a key factor in raising educational levels, improving economic performance and securing an improved quality of life and standard of living for all.

For the sake of learners all around the world in a wide variety of learning environments, we must create curriculum and assessment options which are more successful in linking school and further education and training or employment. We must ask ourselves how well our current curricula, assessment and reporting practices in schools serve the needs of post-compulsory learners and those wishing to learn in the workplace.

In New Zealand, the new National Qualifications Framework provides exciting opportunities for schools, industry, professionals and education and training providers to do just that. The Framework uses a unit approach and competency-based assessment against defined national standards to create greater choice and flexibility in learning across a wide range of education and training providers. The aim is to develop a learning culture that encourages the lifelong acquisition of new skills and knowledge.

This conference will bring together speakers and practitioners from around the world and offer a wealth of experience and expertise to participants. With your involvement and support, I feel confident that this conference will help point the path ahead for all of us.

Conference Theme

The 1994 conference will focus on the role of assessment in bridging the gap between school and further education and training.

Call for Papers

Participants are invited to submit papers addressing such assessment issues as:

- The role of assessment in increasing participation in post-compulsory education;
- Assessing and describing achievement across the post-compulsory education sectors;
- Assessing to defined standards—the way forward?;
- How well do current assessment and reporting practices in schools serve the needs of post-compulsory education students?;
- The assessment and reporting of core/essential skills and knowledge in the school/pre-vocational curriculum;

- Finding better ways to link school and vocational learning through assessment and reporting.

Conference participants who wish to present a paper are requested to send it to the Conference Coordinator not later than March 30, 1994. **IAEA Conference Co-ordinator, New Zealand Qualifications Authority, Box 160, Wellington, New Zealand.**

CORPORATE CONSCIOUSNESS

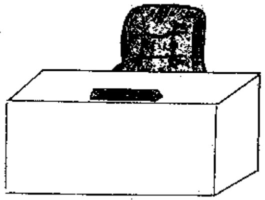
D I S C O V E R I N G

CORPORATE CONSCIOUSNESS

15th Annual IOOB Graduate Student Conference
March 4-6, 1994
Westin Hotel—Chicago, Illinois

Students enrolled in a graduate program in Industrial/Organizational Psychology, Organizational Behavior, Human Resource Management or related fields are invited to attend.

Featuring keynote addresses by: Michael Campion • Judi Komaki • Richard Arvey. Deadline for registration is February 4, 1994. For more information and/or registration materials: **IOOB Graduate Student Conference • DePaul University • Psychology Department, 2219 N. Kenmore Ave. • Chicago, IL 60614 • (312) 362-5902.**



Positions Available

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST. KRUG Life Sciences Inc., a 25 year Space and Life Sciences company, supporting NASA/Johnson Space Center, invites applications from I/O psychologists interested in investigating the psychological and psychosocial effects of long-term space flight and habitation. Applicants must have a Ph.D. in Industrial/Organizational Psychology, Experimental Psychology, or Human Factors Psychology, and must be able to demonstrate advanced computer and data management skills.

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 Dept., P. O. Box 58827, Houston, TX 77258-8827.** EMPLOYMENT ELIGIBILITY VERIFICATION REQUIRED. E.O.E. M/F/H/V. Smoke-free workplace provided.

CLASSIFIED AD PRICE QUOTE:

PUBLICATION;	SIOP	
CONTACT:	JENNIFER	
PHONE/FAX:	708-640-8830 (fax)	708-640-0068 (phone)
PUBLISHED DATE:	January 1994	
COST:	$75.00	
	$75.00 Total	
AD REQUESTED BY:	JoAnna Wood/Dan Inners	
DATE REQUESTED:	November 9, 1993	
CHARGE NUMBER:	1210-K24	

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, 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.**

HUMAN RESOURCES RESEARCH INTERN. BellSouth Corporation, a leader in the telecommunications industry, is currently accepting applications for predoctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs and gain 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.**

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.

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 national 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.**

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

Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435. Formal review of applicants will begin February 1, 1994, but new applications will be fully reviewed until the position or positions are filled. Wright State University is an Equal Opportunity/Affirmative Action employer.

THE UNIVERSITY OF WAIKATO, Te Whare Wanaga O Waikato, Hamilton, New Zealand, LECTURER IN PSYCHOLOGY. Applications are invited for a Lectureship in Industrial/Organizational Psychology. The appointee will contribute to both undergraduate and graduate teaching within the Psychology Department, and would be expected to conduct research in his/her specialty area. Teaching contributions will focus particularly on personnel psychology, including personnel selection, training and performance appraisal. Qualification required is a PhD in Psychology or equivalent.

The Department has a wide variety of research interests, including personnel and organisational psychology. Programmes for Bachelor, Master and Doctoral degrees, as well as postgraduate Diplomas in Community and Clinical Psychology are offered. Microcomputers and a good VAX network are available to staff.

The appointment is for a continuing position. The current salary range for Lecturers is NZ$37,440—NZ$49,088 per annum.

Enquiries of an academic nature may be made to the Chairperson of Psychology (tel. [64 7] 856 2889; fax [64 7] 856 2158, e-mail m.odriscoll@waikato.ac.nz. [via internet]). Information on the method of application and conditions of appointment can be obtained from Personnel (Academic Staffing). The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel. [64 7] 856 2889; fax [64 7] 856 0135; e-mail rgtywp4@waikato.ac.nz [via internet]). Applications quoting reference number A93/62 should reach Academic Staffing by **31 January 1994.**

Places for appointees' children may be available in the creche run by the Campus Creche Society (Inc). Equal opportunity is University policy.

SENIOR ANALYST/TESTIFYING EXPERT: EMPLOYMENT DISCRIMINATION. The American Institutes for Research, a not-for-profit social science research organization, is seeking qualified applicants with experience in testifying, project management, and complex data analysis to serve as project directors and expert witnesses in employment discrimination cases.

The work will involve: testifying during depositions and at trial, applying knowledge of case law, personnel practices, inferential statistics, and evidentiary standards to cases, and managing all aspects of case preparation and report writing for attorneys and federal courts.

We are seeking Ph.D. level researchers in the social sciences who have strong experience testifying and managing projects and have a knowledge of inferential statistics, personnel practices, case law, and evidentiary standards. Salary is negotiable and commensurate with the candidate's education, testifying experience, and other qualifications, AIR provides excellent benefits.

Send resume and the names and telephone numbers of lead attorneys from past cases to: **Personnel Coordinator, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302. EOE.**

ASSISTANT DIRECTOR: The Interdisciplinary Center for the Study of Work Teams at the University of North Texas is accepting applications for an Assistant Director beginning in 1994 to start June 1. We are looking for a person with a unique combination of skills and experiences to join our team and enter into a learning partnership. We are a nonprofit research and education center specializing in work teams.

Opportunities: work with a cutting edge organization, be on the forefront of training and research with work teams, help build a world class center for teams.

Required qualifications: PhD in I/O Psychology or related field; teaching and research experience; experience with industry and with teams; completed dissertation; excellent communication skills; ability to work in and with teams; enthusiasm for teams and preferably experience with work teams.

Duties: Manage administrative functions; budgeting and accounting; team development; interfacing with corporate sponsors; field work doing action research and training and development; facilitate the conference, marketing, and administrative teams; research, training, and grant writing related to work teams. Call (817) 565-3096 to obtain a copy of the Center's brochure.

Send vita, cover letter describing qualifications, and names of three references to **Michael Beyerlein, Director, Center for the Study of Work Teams, P.O. Box 13587, Denton, TX 76203-3587.** Applications must be postmarked by March 1, 1994.

The University of North Texas is an Equal Opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

VICE PRESIDENT RESEARCH & DEVELOPMENT. A full-time position is available immediately for a PhD psychologist with an entrepreneurial outlook, strong leadership skills and experience in managing

people and projects. Creativity, a strong market orientation, a demonstrated ability to personally develop and supervise the development of high quality test and assessment products, and a knowledge of competitive assessment products are other desired attributes.

The Vice President of R&D is responsible for leading the R&D group in the creation, implementation, and completion of R&D strategic goals. This individual will create and manage all operations related to the research, development, and successful publication of company products; supervise and evaluate the performance of a growing R&D staff; develop and manage the R&D annual budget; and chair the company publications committee.

We offer the opportunity to work in a dynamic, team-oriented environment with enthusiastic co-workers and authors. This position has a six-figure total compensation package consisting of salary, a strong incentive program, company profit sharing, and excellent benefits. For confidential consideration, please send resume to: **S. C. Seminoff, Executive Vice President, Psychological Assessment Resources, Inc., Post Office Box 998, Odessa, FL 33556 or call (813) 968-3003.**

Organizational Behavior. Gettysburg College, Gettysburg, Pennsylvania. The Management Department of Gettysburg College has a one year replacement position available for the 1994-95 academic year. The appointment will be at the rank of instructor or assistant professor. The primary teaching responsibilities will be in the Organizational Behavior area.

Send letter of application, curriculum vitae, and names and phone numbers of three references to: **Dr. Virginia E. Schein, Chair Department of Management, Gettysburg College, PA 17325.**

For best consideration, all materials should be received by February 1, 1994, however review of applications will proceed on a continuing basis until the position is filled. Gettysburg College, a highly selective liberal arts college located within an hour and one half of the Washington/Baltimore area, offers among its benefits a Partner Assistance Program. It is an equal opportunity-affirmative action employer; women and minorities are encouraged to apply.

EXECUTIVE CONSULTANTS. We are Interaction Associates, an employee-owned, organizational consulting and training company headquartered in Cambridge, MA, with an office in San Francisco, CA. Fortune 500 companies, and public sector organizations, call upon our select team of professional consultants to effect whole systems change efforts within their organizations. The high demand for our services requires that we further build our San Francisco Region team of professionals. We have currently built our reputation on the principle that whole system change requires high quality work processes that produce lasting results. Your involvement with high-powered, complex organizations will stretch your knowledge and experience, and demand the best you can offer. We are looking for senior consultants who are prepared for, and excited by, the challenge of participating in the type of large scale change that only a small number of people in the country have successfully completed. We are very interested in talking with you if you have been instrumental in leading the design and/or implementation of a major change effort. Other essential requirements are:

- Ten to fifteen years of consulting experience in Organizational Development, Quality Implementation, Strategic Planning, Socio-technical systems, or a related area.
- Demonstrated record of achievement in working with senior level management groups.
- Polished writing, selling, facilitation, training and presentation skills.
- A post graduate Behavioral Science degree, MBA or equivalent ten to fifteen years of experience in internal consulting or management.

Our dynamic growth is driven by performance-based compensation and bonuses for high performing individuals and teams. Please send your resume and earning's history to: **Victoria Bain, Region Manager, Interaction Associates, 600 Townsend Street, Suite 550, San Francisco, CA 94103, Attn: Martha Reney.**

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST: The Life Insurance Marketing and Research Association (LIMRA) is seeking a PhD psychologist to perform creative research in the area of personnel selection and recruiting. Candidates should have an interest and thorough background in research design and statistical procedures. LIMRA is an international marketing research association serving the insurance industry. For over 50 years, LIMRA has been providing selection testing services to its member companies and strives to maintain a supportive environment for innovative research in the areas of selection and recruiting. We offer a competitive salary and benefit package that includes medical, dental, vision care, company paid pension plan and 401K. Interested candidates should submit vitae, copies of research papers and list of references to: **Paul D. Martin, Employment Manager, LIMRA, 8 Farm Springs, Farmington, CT 06032. An Equal Opportunity Employer M/F/H/V.**

CHANGE MANAGEMENT CONSULTANTS. People Tech is an international change management consulting firm. We partner with prominent private and public sector clients to help them successfully plan and implement significant organization change. Our innovative consulting services are

delivered by multidisciplinary teams whose members are experts in field such as business, organization development, education, organizational and industrial psychology, human resource development, and total quality management. As our business with existing and new clients continues to grow, we are selectively adding new members to our professional team. We are seeking individuals with post-graduate training and senior experience in the area of: Industrial/Organizational Psychology. We are looking to strengthen our team with seasoned professionals who are the front runners in their areas of specialization. You have contributed to, and/or led large-scale change management initiatives and have a thorough understanding of how the technologies of your field can be applied to implement significant change. Communication skills, process experience, proficiency in projects management and grace under pressure are among your key attributes. If you are interested in advancing your career in a progressive organization that values excellence, initiative, achievement and personal growth, please forward a resume to: **People Tech Consulting Inc., 154 University Avenue, 3rd Floor, Toronto, Ontario, M5H 3Y9.**

SENIOR ANALYST DynCorp•Meridian, a leader in the provision of technical services to federal agencies, is seeking a senior analyst for its Research and Evaluation Division in the Alexandria headquarters office. The position requires substantive professional experience with job analysis, occupational classification, and occupational testing. The principal duties of the position will involve participation in developmental activities sponsored by the U.S. Department of Labor in the area of voluntary, industry-based skill standards. Graduate training in industrial/organizational psychology or a related educational specialty at the MA/MS level is required and a Ph.D. is desired. Experience with public sector policies, programs, and initiatives in the field of training, education and employment is a plus.

The position requires outstanding oral and written communication skills, as well as the capacity to contribute to a highly integrated, multidisciplinary team, operating within a fast-paced environment. Full-time affiliation is preferred but part-time affiliation will be considered and candidates are requested to state their availability. Residency within commuting distance of Washington, DC or a willingness to relocate will be required.

The company provides competitive salaries, excellent benefits, and a work environment that promotes professional growth and advancement. The company is proud to support a Drug Free Work Environment and employ the use of pre-employment drug screening. For immediate consideration, forward resume with salary history to DynCorp•Meridian, Human Resources Department, 4300 King Street, Suite 400, Alexandria, VA 22302. Meridian is an Equal Opportunity Employer.

THE CENTER FOR CREATIVE LEADERSHIP invites applications for the position of President and Chief Executive Officer. The Center is an international, nonprofit educational institution devoted to behavioral science research, executive development, and leadership education. The Center has a staff of 350 with headquarters in Greensboro, North Carolina, and branch locations in Brussels, Belgium, Colorado Springs, Colorado, and San Diego, California. A network of affiliates is maintained in ten countries. Preferred candidates must have demonstrated successful leadership in managing a complex organization, evidence of encouragement of diversity, and a passion and vision for both research and education in leadership issues. Candidates are encouraged to apply with a letter of application and resume before February 15, 1994, to: **Search Committee, Center for Creative Leadership, P.O. Box 38696, Greensboro, NC 27438-8696.** Persons seeking additional information about the Center should write this address or FAX request to 910-282-6032. The Center is an equal opportunity/affirmative action employer.

I/O PSYCHOLOGY—INFORMATION TECHNOLOGY FACULTY POSITION. The University of Nebraska at Omaha (UNO) is one of the four campuses of the University of Nebraska System and is located in the heart of Nebraska's largest metropolitan area. UNO, situated on 88.5 acres, is surrounded by beautiful parks and residential areas and is a comprehensive university with over 100 undergraduate programs and 50 graduate programs, including several PhD programs. In addition, the UNO Peter Kiewit Conference Center houses the Nebraska Business Development Center and the College of Continuing Studies in downtown Omaha.

Four tenure track faculty positions at the assistant/associate professor level have been created in a new Center focusing on management of information technology. The Center will serve as the primary link between the University and the metropolitan business community in the area of information technology and will address all aspects of information technology with particular emphasis in the areas of telecommunications, networking, and prevailing information technology issues of Nebraska business, government, and not-for-profit organizations. The Center will provide a focal point for the University to contribute to the activities of the Applied Management Information Institute established by the Omaha Chamber of Commerce, and faculty associated with the Center will develop research and continuing education programs in information technology pertinent to the needs of the University and the Omaha business community. Faculty in the Center will be affiliated with one of the following programs: information systems and quantitative analysis, computer science, and industrial/organizational psychology. The I/O psychology position will complement four other I/O psychology positions in a Psychology graduate program of more than 30 masters and doctoral level students.

All four faculty positions are to be filled no later than August 1994. Depending on experience and qualifications, starting salaries will range from $50,000 to $70,000 for a nine month academic year appointment. Summer compensation of up to 18% is possible through instruction of courses offered by the program with which each faculty position is affiliated. Research and development of continuing education programs for the metropolitan business community is the primary faculty responsibility and faculty must be committed to seeking external funding in support of the Center's activities. Candidates must have an earned doctorate or be ABD and have evidence of a strong research record or strong research potential. Some teaching experience or experience in the business community is desirable. Applicants with demonstrated strengths in personnel issues and quantitative analysis will be preferred. Excellent opportunities for collaborative research exist within the Center and the Psychology graduate program. The teaching load will be one course per semester; graduate student research and advising also is expected.

Applications should include a letter discussing relevant experiences and accomplishments, a resume, and the names, addresses, and telephone numbers of three references. Review of applications will begin February 4, 1994 and will continue until the position is filled. UNO does not discriminate in its employment policies and provides reasonable accommodation for disabilities of applicants and employees. Applicants needing an accommodation should contact the A-line Affirmative Action Officer at (402) 554-2262. Direct nominations, applications, and inquiries to: **Barbara Hayhome, Associate Vice Chancellor for Academic Affairs, University of Nebraska at Omaha, Omaha, Nebraska 68182-0001, FAX (402) 554-4896.**

Faculty Search

ASSISTANT PROFESSOR OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. Buchtel College of Arts and Sciences, Department of Psychology.

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

The College/Department. The Department of Psychology currently has 200 graduate students. A human performance/information processing laboratory with 12 networked PCs and a full-time programmer/technician is available for research. The successful applicant will join one of the leading programs of its type in the country. It is unique in having eight full-time faculty members in Industrial/Organizational Psychology.

The Position. One tenure track position beginning August 29, 1994 with a heavy emphasis on graduate teaching and research productivity. In addition to a strong foundation and research orientation in I/O psychology, preference will be for an applicant with a focus on psychometrics and quantitative/research methods in psychology. He or she will be expected to teach graduate courses in statistics, research methods, and substantive areas of I/O psychology. He or she will also be expected to collaborate on research with faculty and graduate students in Ph.D. programs in industrial gerontology, applied cognitive aging, and our APA accredited counseling psychology program. He or she will also be expected to develop an active research program in the I/O area.

Qualifications. Applicants must complete all requirements for a Ph.D. in psychology prior to the starting date.

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

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

Deadline. Applications will be accepted until February 15, 1994.

EEO Statement. The University of Akron is an Equal Opportunity/ Affirmative Action Employer. Women and minorities are strongly encouraged to apply.

The Center for Applied Behavioral Sciences (CABS) at Penn State University, an interdisciplinary research organization located within the Intercollege Research Programs of the University, invites applicants for a post-doctoral position in industrial/organizational psychology. CABS projects include large-scale government-funded research projects (e.g., U.S. Department of Defense and Labor, the Equal Employment Opportunity Commission), private industry (e.g., Corning Glass), and other institutions and organizations (e.g., American Dietetics Association). CABS operates with a staff of about 15 researchers and graduate students, working in conjunction with interdisciplinary teams of researchers assembled from within Penn State and elsewhere. CABS has state of the art computer facilities and other support equipment and services. Responsibilities of the post-doctoral position will be research on projects, including design and management of project activities. Salary is commensurate with experience. Please send vita and 3 letters of

recommendation to **Dr. Frank J. Landy, Director; Center for Applied Behavioral Sciences, 207 Research Building D, The Pennsylvania State University, University Park, PA 16802.** Penn State is an Equal Opportunity Employer.

The Center for Applied Behavioral Sciences (CABS) at Penn State University, an interdisciplinary research organization located within the Intercollege Research Programs of the University, invites applicants for a research internship position in industrial/organizational psychology. CABS projects include large-scale government-funded research projects (e.g., U.S. Department of Defense and Labor, the Equal Employment Opportunity Commission), private industry (e.g., Corning Glass), and other institutions and organizations (e.g., American Dietetics Association). CABS operates with a staff of about 15 researchers and graduate students, working in conjunction with interdisciplinary teams of researchers assembled from within Penn State and elsewhere. CABS has state of the art computer facilities and other support equipment and services. Internship duties will require a full-time commitment for a six-month to one-year period. Duties will include work on one or more projects. Applicants should have a master's degree in I/O Psychology or equivalent discipline. Salary will be based on credentials and need. Please send vita and 3 letters of recommendation to **Dr. Frank J. Landy, Director, Center for Applied Behavioral Sciences, 207 Research Building D, The Pennsylvania State University, University Park, PA 16802.** Penn State is an Equal Opportunity Employer.

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.**

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RATES PER INSERTION

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Half page	$210	$165

PLATE SIZES

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One page	7-1/4"	4-1/4"
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PUBLISHING INFORMATION

SCHEDULE

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