

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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

Manuscripts and News Items:

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

Printed By:

Stoyles Graphic Services, Lake Mills, Iowa 50450.

Deadlines for each issue are:

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

Advertising and Positions Available:

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

Subscriptions and Address Changes:

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

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

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COMMENTS

by Tom Ramsay

PROBLEM: A company in the metal manufacturing industry wished to combine millwrights, welders, and riggers into a mechanical technician job. They wished to combine motor inspectors, line electricians, and wiring electricians into an electrical technician job.

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THIS IS TIP

A user-friendly guide to this issue of TIP

Heading to APA?

The complete program begins on page 11.

For the latest information on issues in testing, read:

Wayne Camara's features on skill standards and assessment (pp. 41)
and the revision of the testing standards (pp. 113)
SIOP's position paper on banding methods (pp. 81)
Dianne Brown's federal policy update (pg. 105)

For Society doings, see:

SIOP's 1994 award recipients (pp. 20)
1994 Fellowship recipients (pp. 67)
SIOP Task Force report on ethnic minority participation (pp. 99)
Guidelines for nominating SIOP members for awards (pp. 26)
How to join SIOP (pp. 62)
Executive committee highlights (pp. 91)

Do-U E-mail? Yes or no, read:

The TIP FAX poll (pp. 71)
Vicki Vandaveer's memo to colleagues not on-line (pp. 76)

Practitioners should be sure to read:

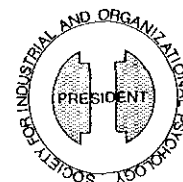
The Practice Network (pp. 93)
The report from External Affairs on its survey of regional groups (pp. 116)

And, if you heard Paul Sackett's diddy in Nashville,
You'll want to see the lyrics on pg. 51.

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A Message From Your President

Walter C. Borman

Another SIOP Annual Convention under our belt. This is getting to be a fine tradition! Our "9th" in Nashville was certainly a success. A total of 1,791 registered, breaking the previous record by about 20%. The program, orchestrated by **Jeff McHenry** and his committee, offered us an incredible array of symposia, poster sessions, and other presentations. The quality seems to get better every year. Thanks to Jeff, all the reviewers, and of course, the presenters for giving us a rich, professional experience.

The workshops were equally successful. **Cathy Higgs**, as Continuing Education and Workshop Chair, along with her coordinators, served up an impressive set of 14 workshops. The half-day sessions were sold out, and the presenters did a great job. The workshops continue to provide our members with a very high quality and yet reasonably priced source of continuing education. Thank you Cathy et al.

A major hero in getting the Conference to run so effectively is **Bill Macey**. Bill is the Society Conference Chair, and he takes his job very seriously. Few of us realize how much work it takes to plan and execute a 1,700+ person convention. Bill, like his predecessor **Ron Johnson**, is a combination thorough planner, astute negotiator, and skilled troubleshooter. This set of KSAOs results in a smoothly run Conference. Sincere thanks, Bill.

Your Executive Committee met on Sunday and Monday following the Conference. Our outgoing members were given a warm send-off. We owe a lot to **Ann Howard** (APA Rep.), **Wayne Cascio** (Past President), **Doug Bray** (Practice Series), **Kevin Murphy** (Scientific Affairs), and **Jeff McHenry** (SIOP Program). These people contributed considerable time and talent to make our Society better. Please welcome **Rich Klimoski** (APA Rep.), **Pat Dyer** (Member-at-Large), **Lois Tetrick** (APA Program), **Sally Hartmann** ("apprentice" Workshop Chair), **Walt Tornow** (Professional Affairs), **Manny London** (Practice Series), and **Larry James** (Scientific Affairs), as your new Executive Committee members. We will all work hard to serve you during the upcoming year.

A continuing concern we have in the Society is minority recruitment and retention. Co-Chair of the SIOP Task Force on Minority Participation, **Loriann Roberson**, reported to the Executive Committee on actions that

might be taken to encourage minority participation in the Society. These include a survey of SIOP minority members for suggestions regarding concrete ways the Society can improve in the areas of minority recruitment, retention, and participation. Also, Lori suggested that I hold a meeting at SIOP next year to discuss what has been done and what needs to be done in these important areas. We will go forward with both of these activities.

Finally, let me (as they say) share with you a theme for my presidential year. This theme involves *practice*, I/O psychology practice that gets accomplished by our Society's members. My goal is to get a good handle on the kinds of I/O practice being done by our members working in companies, in consulting firms, in research institutes, in government agencies, and in academe. The theme of I/O psychology practice will seek to be inclusive, definitely not a scientist versus practitioner exercise; instead the initiative will draw attention to all of the practice delivered by I/O psychologists. My firm belief is that I/O psychologists are contributing very substantially to the effectiveness of many organizations, and I want to recognize and document this work our members are doing.

The way I propose to learn about your practice efforts is to build a survey instrument that asks you to describe your practice activities, probably over the past year or two. I hope to have the survey to all SIOP members by late summer. Please be sure to return your completed survey. I really want to hear from you. You will be hearing about the results in Orlando next April. Incidentally, this initiative will not use any Society funds.

I look forward to working with and for you this year.

Interested in Becoming the Editor of TIP?

The SIOP Executive Committee is seeking volunteers and/or nominations for a new **TIP** Editor. The position is a three-year commitment beginning May, 1995.

Previous experience with **TIP** and/or other newsletters is desired, but not necessary. Clean underwear is important, dental floss optional.

If you have questions, or would like to volunteer or nominate someone, please contact: **Kurt Kraiger, (303) 556-2965, by September 1, 1994.**

IOTAs

Kurt Kraiger

Another year, another conference. Lost in the jungle of the Opryland Hotel, dodging Jesters, it occurred to me that if K-Mart were a city, it would be Nashville! As you may have heard, we set a conference attendance record this year, and may break that record next year in Orlando. So make those reservations now. Orlando hosts the world's largest theme park. A Nashville taxi driver informed me that by this time next year, Nashville would boast the world's largest Hooters (restaurant). And I think that nicely summarizes the differences in the two cities. 'Nuff said.

The Spirit of SIOP

Doug Bray sent along the following excerpt from **Ann Howard's** acceptance speech for the Distinguished Service Contributions Award and suggested that it might be appropriate to publish it in **TIP**. I am happy to do so:

There is an irrepressible spirit in SIOP, perhaps because we serve what Mary Parker Follett called the invisible leader, which is the common purpose. Our common purpose is to enrich our understanding of human behavior at work, and to use that understanding for the most noble purpose — to make the world of work a better place. We join together in this organization, and our invisible leader arouses our energy and our passion and creates that irrepressible spirit.

Fun 'N' Games

As a final conference wrap-up, and as a new service to our junior readers, we offer the following diversion:

Match the nickname on the left to the I/O Psychologist on the right.

Answers below.

- | | |
|----------------------|-------------------|
| ___ 1. Paul Sackett | a. Demolition Man |
| ___ 2. Susan Palmer | b. Slide Boy |
| ___ 3. Eduardo Salas | c. Wheels |
| ___ 4. Kevin Nilan | d. Zeus |
| ___ 5. Nancy Tippins | e. James |

This 'N' That

SIOP 5K race results are published elsewhere in this **TIP**. They don't list the last-place male...I know him well...I trained for the race Friday morning,

and so missed **Paul Sackett's** singing and piano playing. Fortunately, the lyrics appear in this issue of **TIP**. Apparently, the commercially available tape of Paul's performance requires you to switch the tape mid-song, and loses a couple of lines. Paul has received a number of requests for clean copies, and has made a copy available at cost. Thanks, Paul! **William Ruskind** has moved from Detroit Edison to HRStrategies in Greene Pointe Michigan...**David Bracken**, cited elsewhere in **TIP**, left NCS in April, briefly formed his own company, then wound up working for PDI as Director of Organization Assessment and Research, **Sarah Henry** has moved from Warner Lambert to Renaissance Strategy Group, a company specializing in business strategy, transformation, and learning, where she will serve as a Management Consultant...**Alan Cheney**, a senior associate at Air Products and Chemicals, recently served as a visiting teacher at two Eastern European universities, teaching organizational development at Charles University in Prague, Czech Republic, and Comenius University in Bratislava, Slovakia...Congrats to **Gary Latham**, recently elected to the position of Director (Scientist-Practitioner) on the Board of Directors of the Canadian Psychological Association. Quiz answers: 1(d); 2(c); 3(b); 4(a); and 5(e) - as in, "Twice around the block and home, James."

And Finally...

We received the call early in the morning last September 1st. My niece, Kelsey Emiko Windell, had passed away, unexpectedly. Hers had been a hard life; born just over three years prior with a birth disorder which caused her bones to fuse improperly. It is fashionable today to refer to disabilities as "challenges," but these were truly handicaps - her short life had been marked with a loss of hearing, limited eyesight, a learning disability, and what seemed to be monthly operations. Yet she had touched everyone with her sweet nature and her determination to follow her instincts; she had learned to walk and feed herself and play; and she could sign "more" when she wasn't ready to quit. It struck me that if she could already eat, explore, and enjoy, she had mastered the ingredients of a happy life.

The cycle of life can stun you with its timing. The week following Kelsey's death was hard on all of us that knew her. That week ended with the news that my wife was pregnant with our first child. Our baby was born May 8th, an eight-pound, nine-ounce beautiful little girl. In the coming years, we will have to make many decisions on her behalf. The first decision was her name. Her first name shall be Samantha, and her middle name shall be Emiko. May she have her cousin's sweetness, her spirit, and her determination.

WOW! What I learned during a thirty-year career with two Fortune 500 companies, Scott Myers has presented and illustrated in this concise and fascinating publication. I have not run across anything remotely like it.

Phil Ensor,
(retired executive) The Eaton Corporation and the Goodyear Tire & Rubber Company

Thanks for the opportunity to scan your new manuscript. It is a brilliant concept indeed -- managers seem to like their lessons served with a dash of drollery.

Dr. J. M. Juran,
Chairman Emeritus, Juran Institute

Scott Myers has distilled an amazing amount of wisdom into these rhymes. Of course, it's painful to recognize their underlying truths, but he has made them much more palatable so that change becomes more viable and easier to initiate.

Dr. Marvin D. Dunnette,
Professor of Psychology, University of Minnesota

A very entertaining publication . . . I think this book would be excellent "pre-program" reading for managers about to embark on a management development session. All in all, a clever and witty piece of work, with plenty of pithy and important morals for the practicing executive.

Dr. Lyman Porter,
Professor of Management, Graduate School of Mgmt., University of California, Irvine

*By Fed-ex came a booklet of rhyme
by a former student of mine.*

*When I read it all through
I instantly knew
that it summed up the wisdom of time.*

Dr. C. H. Lawshe,
Vice President Emeritus, Professor Emeritus, Industrial Psychology, Purdue University

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Rhymes of the Ancient Manager

Leadership in the New Age

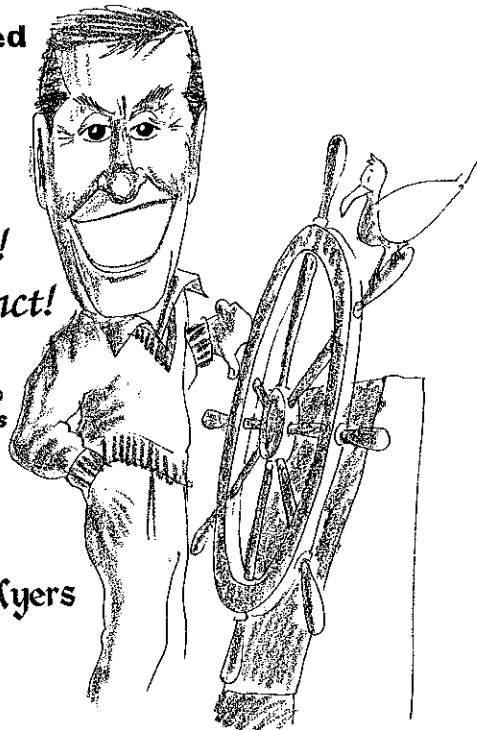
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SIOP'S APA CONVENTION PROGRAM LOS ANGELES, AUGUST 12-16, 1994

Ann Marie Ryan, Program Chair

Here is a listing of SIOP's full program at the upcoming APA Convention in Los Angeles, California. The convention runs from Friday, August 12, 1994, through Tuesday, August 16, 1994. We have a great line-up of invited speakers, conversation hours, symposia, and paper and poster sessions. The program will be outstanding! I look forward to seeing you in Los Angeles.

FRIDAY, AUGUST 12, 1994

9:00-9:50 a.m.

Invited Address: Ticking bombs: Defusing violence in the workplace
Michael R. Mantell, UC School of Medicine, San Diego

10:00-11:50 a.m.

**Symposium: Physical ability testing: Something old,
something new, something borrowed...**
Chair: Barry Blakley, Jeanneret & Associates, Inc.

Participants:

- * Ann M. Quigley, U.S. Department of Labor, Joyce Hogan, University of Tulsa. PATS: Old problems + new laws = more problems
- * Richard D. Arvey, University of Minnesota, Timothy E. Landon, University of Minnesota. The transportability of physical abilities tests
- * Barry Blakley, Jeanneret & Associates, Inc. A rational approach to job relatedness
- * Patrick R. Conley, Chicago Police Department. A new approach for the physical evaluation of recruit police officers

Discussant:

- * Robert M. Guion, Bowling Green State University

1:00-2:50 p.m.

Symposium: Life after downsizing: The academic, consultant, and industry perspectives
Mitchell L. Marks, Delta Consulting Group

Participants:

- * Mitchell L. Marks, Delta Consulting Group. From turmoil to triumph: Rebuilding employee spirit after downsizing
- * Kenneth P. DeMeuse, University of Wisconsin - Eau Claire. The effects of downsizing on organizational effectiveness and financial performance
- * David M. Noer, Center for Creative Leadership. Interventions to address the needs of organizations following downsizing
- * Angie McDermott, Proctor & Gamble. Selecting and using I/O knowledge in an organization following downsizing

3:00-4:50 p.m.

Symposium: Occupational health psychology: Why? What? How?
Chair: James C. Quick, University of Texas at Arlington

Participants:

- * Dianne L. Schneider, APA Science Directorate. How will occupational health psychology grow?
- * Joseph J. Hurrell, Jr., NIOSH. Why occupational health psychology?
- * James C. Quick, University of Texas at Arlington. What is occupational health psychology?

Discussants:

- * Wayne J. Camara, APA Science Directorate
- * Steven L. Sauter, NIOSH

5:00-5:50 p.m.

**Invited Address: Person-perception view of performance ratings:
Factors and "cues" affecting evaluations**
Walter C. Borman, University of South Florida

6:00 p.m.

- * Social Hour, The Society for Industrial-Organizational Psychology

SATURDAY, AUGUST 13, 1994

9:00-9:50 a.m.

Symposium: Innovative computer applications in I/O research
Chair: Philip Craiger, Navy Personnel Research and Development Center

Participants:

- * Michael D. Coovert, University of South Florida, David Dorsey, University of South Florida. Utilizing petri nets to model individual and team performance
- * Joyce S. Dutcher, Navy Personnel Research and Development Center, Philip Craiger, Navy Personnel Research and Development Center. Artificial intelligence in classification problems
- * Philip Craiger, Navy Personnel Research and Development Center. A heuristic procedure for mapping worker attributes to tasks

Discussant:

- * Milton D. Hakel, Bowling Green State University

10:00-10:50 a.m.

Invited Address: Validity Generalization
William W. Ruch, Psychological Services, Inc.

11:00-11:50 a.m.

Conversation Hour: Applicant reaction to employment tests
Donna L. Denning, City of Los Angeles Examining Division
Thung-Rung Lin, Los Angeles Unified School District

1:00-2:50 p.m.

Symposium: The relevance of conscientiousness to occupational criteria
Chair: Earl H. Potter, III, Organizational Development Services

Participants:

- * Robert Hogan, University of Tulsa. Thinking carefully about conscientiousness
- * Earl H. Potter, III, Organizational Development Services, Rex J. Blake, University of Minnesota. Identifying conscientious workers: It depends on who's keeping track
- * Rene V. Dawis, University of Minnesota, Jeff Nomoto, Ball Foundation. Conscientiousness as a moderator of the ability-requirement correspondence/satisfactoriness relationship

- * Sharon A. Sackett, University of Minnesota, Rex J. Blake, University of Minnesota, Steve Maurer, University of Minnesota. Relationship of conscientiousness to occupational preferences, satisfaction, and tenure

Discussant:

- * Robert M. Guion, Bowling Green State University

3:00-4:50 p.m.

Poster Session

The developmental dynamics of high performance companies. Kim T. Leahy, Center for Creative Leadership, John Eggers, Center for Creative Leadership

Cultural diversity in the workplace: An integrated model. Jeffrey D. Houston, Navy Personnel Research and Development Center, Philip Craiger, Navy Personnel Research and Development Center

Comparison of promotions for disabled and non-disabled employees. Eric D. Humphrey, Department of Health and Human Services, Thomas E. Mitchell, University of Baltimore, James B. Flynn, University of Baltimore

Employer satisfaction with workers with disabilities using supported employment programs. Julie A. Meyer, University of Tulsa, Judy O. Berry, University of Tulsa, Leslie C. Wilson, Project ETCH Community Advisory Board for Persons with Disabilities

Computing innovations: The role of organizational types and individual differences. Mary C. Zmuidzinas, University of California, Irvine.

Temporary versus permanent employee status, organizational culture, and safety performance. Jerri L. Yates, University of Tennessee, Eric D. Sundstrom, University of Tennessee, Paul Busby, University of Tennessee

Workplace communication skills and job performance: A meta-analysis. Angelika D. Reiss, University of Houston, Chockalingham Viswesvaran, Florida International University, Frank L. Schmidt, University of Iowa, Deniz S. Ones, University of Houston

Alcohol Usage, Personality, and Job Performance: An empirical investigation. Mark C. Healy, University of Akron, Michael A. McDaniel, University of Akron

Does tobacco use predict job performance? Mark C. Healy, University of Akron, Michael A. McDaniel, University of Akron, Kenneth E. Graham, University of Akron

Conflict management tactics and violence in the workplace. Lois E. Tetrick, Wayne State University

Increasing diversity in entry-level positions. Scott L. Martin, London House, Terri M. Fill, London House

Teaching conceptual complexity to adults using in-basket training. Lucinda A. Montuori, Eckert College, Ellen B. Kimmel, University of South Florida

Effects of the procedural and distributive justice of workplace punishment. Sheldon Alexander, Wayne State University, Michael S. Olsansky, Wayne State University

Ability, interest, and personality characteristics of employed realistic males. Rodney L. Lowman, The Development Laboratories, Yin-Mei Ng, University of Houston

Short-term memory tests: Adverse impact and validity data. Jennifer M. Verive, University of Akron, Michael A. McDaniel, University of Akron

Master's training in I/O psychology: Identifying, evaluating, and training competencies. Kenneth S. Shultz, California State University, San Bernardino, Janet L. Kottke, California State University, San Bernardino

Occupational stress in school administrators in Singapore. Tock Keng Lim, Nanyang Technological University

Workplace integrity: Differences in perceptions of behaviors and situational factors. Ann Marie Ryan, Bowling Green State University, Stéphane Brutus, Bowling Green State University, Diane L. Daum, Bowling Green State University, Michelle R. Haff Brodke, Bowling Green State University, Mark J. Schmit, Bowling Green State University, Sheila A. Volmer, Bowling Green State University

Organizational commitment within the Egyptian private sector. Stephen E. Bright, The American University in Cairo, Josette Abdalla, The American University in Cairo

The effect of relaxation training on anxiety. Laura A. Miller, Naval Systems Training Center, James E. Driskell, Florida Maxima Corporation

Modeling managers' choice of potential assessor candidates. Jacqueline Palomar, Southern California Gas Company, Calvin C. Hoffman, Southern California Gas Company

The effects of test appearance on respondent attitudes. David C. Roberts, The Psychological Corporation, Susana R. Lozada-Larsen, The Psychological Corporation

Screening ability, age, and the training performance - job performance relationship. Yitzhak Fried, Wayne State University, Haim A. Ben-David, Wayne State University, Robert B. Tiegs, Wayne State University, Steven W. Billings, Wayne State University, Naftali Avital, Israeli Military Industries, Uri P. Yeverechyahu, Israeli Military Industries

The implications of VDL theory for work unit effectiveness. Harold Goldstein, Bowling Green State University

Why women leave law enforcement: The L.A.P.D. experience. Robin L. Greene, Los Angeles Police Department.

Factors affecting managers' use and granting of flexible work arrangements. Lisa J. Barham, University of Guelph, Benjamin H. Gottlieb, University of Guelph, E. Kevin Kelloway, University of Guelph

The relationship of career stage concerns to job satisfaction. Lisa A. Friedel, Bowling Green State University, Ann Marie Ryan, Bowling Green State University, Alice Philbin, Bowling Green State University

Construct validation study of the My Vocational Situation Identity Scale. Jared D. Lock, University of Tulsa.

What are the practical implications of differential validity? Neil B. Carey, CNA Corporation, Paul W. Mayberry, CNA Corporation

Criterion purpose as a covariate of employment test validity. Pamela D. Rogers, University of Akron, Michael A. McDaniel, University of Akron

Construct validation of productive capacity estimates of maximal job performance. Terry L. Dickinson, Old Dominion University, Jacobina Skinner, Armstrong Laboratory, Donald L. Harville, Armstrong Laboratory

Gender differences in the factor structure of competitiveness. Terence J. La Du, Belcore, John M. Houston, Rollins College, Robert D. Smither, Rollins College

Replicating Hogan's structure of physical performance via the PAQ. Calvin C. Hoffman, Southern California Gas Company

Performance appraisal structure effects on perceived organizational support and commitment. Mary Garstka, California State University, Long Beach, Steve Hutchison, California State University, Long Beach

Investigation of constructs underlying a multi-dimensional, high-stakes credentialing examination. Patrick Jones, Professional Examination Service, Robert Lovler, Linda M. Iorizzo, Professional Examination Service

6:00 p.m.

- * Social Hour, The Society for Industrial-Organizational Psychology and the Division of Evaluation, Measurement, and Statistics

SUNDAY, AUGUST 14, 1994

9:00-10:50 a.m.

Discussion: Undergraduate and Graduate Education in I/O Psychology: What Next?
Chair: Kenneth S. Shultz, California State University, San Bernardino

Participants:

- * Susan H. Taylor, San Francisco State University. Characteristics and careers of I/O psychology majors
- * Janet L. Kottke, California State University, San Bernardino. Training scientist-practitioners at the master's degree level
- * Robert M. Guion, Bowling Green State University. Academic fads and fashions and the decline of doctoral education

Discussant:

- * Kenneth S. Shultz, California State University, San Bernardino

11:00-11:50 a.m.

Conversation Hour: SIOP's Role in APA
William Howell, APA Science Directorate

1:00-2:50 p.m.

Conversation Hour: Upward Feedback: When It Does and Doesn't Work
David W. Bracken, NCS
Carol W. Timmreck, Shell Oil Company

3:00-3:50 p.m.

Paper Session: Bias in the interview
Chair: Donna Denning, Examining Division of the City of Los Angeles

Participants:

- * Steven J. Cesare, County of San Diego. Subjective judgment and interview bias: A field study
- * Theodore L. Hayes, Wright State University, Therese H. Macan, University of Missouri. Interview decisions about applicants with and those without disabilities
- * Thung-Rung Lin, Los Angeles Unified School District. Gender, race, and age similarity effects in a one-rater-panel situational interview

4:00-4:50 p.m.

Paper Session: Personality Assessment in Personnel Selection
Chair: Robert Hogan, University of Tulsa

Participants:

- * Kimberly R. Brinkmeyer, University of Tulsa. Understanding interpersonal skills through interviews and personality assessment
- * Sandra L. Hammer, Bowling Green State University, Mark J. Schmit, Bowling Green State University, Ann Marie Ryan, Bowling Green State University, Amy B. Powell, Psychological Assessment Resources. Frame-of-reference effects on personality scale scores and affective reactions
- * Deniz S. Ones, University of Houston, Frank L. Schmidt, University of Iowa, Chockalingham Viswesvaran, Florida International University. Intercorrelations among big five personality scales: Implications for personnel selection

5:00 p.m.

- * Social Hour, The Society for Industrial-Organizational Psychology and the Division of Military Psychology

MONDAY, AUGUST 15, 1994

9:00-10:50 a.m.

Symposium: Workplace Literacy: Implications for Research, Practice, and Policy

Chair: Lisa L. Scherer, University of Nebraska at Omaha

Participants:

- * Margaret L. Durr, Valmont Industries, Vernon A. Peterson, Valmont Industries. Workplace literacy and the role of the I/O psychologist
- * Gary D. Geroy, Colorado State University. Workplace literacy interventions: Organizational development implications
- * Mary L. Tenopir, AT&T. Public policy issues involving literacy

Discussant:

- * Wayne J. Camara, APA Science Directorate

11:00-11:50 a.m.

Paper Session: Issues in Performance Appraisal

Chair: Rodney P. Freudenberg, County of Los Angeles

Participants:

- * James L. Farr, Pennsylvania State University, Stephen J. Gerras, U.S. Military Academy, John E. Mathieu, Pennsylvania State University. Levels of analysis and perceptions of the performance appraisal process
- * James B. Flynn, University of Baltimore, John Stevens, California School of Professional Psychology, Thomas E. Mitchell, University of Baltimore. Using performance appraisal to improve job performance: A multi-organizational study

1:00-2:50 p.m.

Symposium: Trainability Testability: Should We be Concerned About our Decisions to Test?

Chair: Juan I. Sanchez, Florida International University

Participants:

- * Peter Chletsos, Rutgers University. Teaching proportional reasoning to children
- * Robert G. Jones, Southwest Missouri State University, Gowri Parameswaran, Southwest Missouri State University, Jeanne Phelps, Southwest Missouri State University. How do we know SME judgments of trainability are accurate?
- * Dana Broach, Federal Aviation Administration. Training as testing: Job performance as predicted by training performance

Discussant:

- * Walter C. Borman, University of South Florida

3:00-3:50 p.m.

Paper Session: New Directions in Stress in the Workplace

Chair: Kenneth M. Nowack, Organization Performance Dimensions

Participants:

- * Dale N. Glaser, Navy Personnel Research and Development Center, B. Charles Tatum, Navy Personnel Research and Development Center. Workload and social support: Effects on performance and strain

- * Kenneth M. Nowack, Organization Performance Dimensions. Psychosocial predictors of health, job satisfaction, and absenteeism
- * Peter R. Smith, California School of Professional Psychology, Deborah C. Meyers, California School of Professional Psychology, Delbert M. Nebeker, California School of Professional Psychology. The buffering effect of social support on occupational stress

TUESDAY, AUGUST 16, 1994

9:00-10:50 a.m.

Discussion: Improving the Internship Experience in I/O Psychology Training

Chair: Janet L. Kottke, California State University, San Bernardino

Participants:

- * Thung-Rung Lin, Los Angeles Unified School District. Mentoring I/O interns in a public sector personnel selection office
- * Calvin C. Hoffman, Southern California Gas Company. An organizational perspective on I/O internships
- * Kenneth S. Shultz, California State University, San Bernardino. A faculty member's perspective on internships in I/O psychology
- * Lisa M. Holden, Southern California Gas Company. The student perspective on internships in I/O psychology

Discussant:

Janet L. Kottke, California State University, San Bernardino

11:00-12:50 p.m.

Symposium: Psychology's Contributions to Workforce Diversity Training and Consultation

Chair: Sam Q. Chan, California School of Professional Psychology

Participants:

- * Cindy P. Lindsay, California School of Professional Psychology. When diversity training becomes "adversity" training and why
- * Terance P. Wolfe, California School of Professional Psychology. Developing joint clinical and organizational psychology training and consultation teams
- * Denise Burt, California School of Professional Psychology, Randi Bienstock, California School of Professional Psychology. Cultural diversity facilitation skills

Discussant:

- * Karen Gunn, Santa Monica Community College

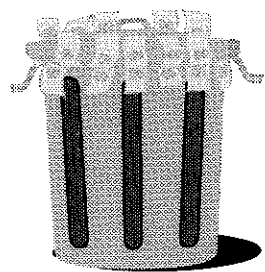
2:00-2:50 p.m.

Symposium: Video-Based Behavioral Assessment of Police and Correction Applicants

Chair: David M. Corey, The B-PAD Group

Participants:

- * Thomas S. Hickey, Memphis Police Department. Video assessment as a substitute for police oral board interviews
- * Robin C. Ford, Maricopa County Sheriff's Office. Video assessment as an adjunct to psychological screening



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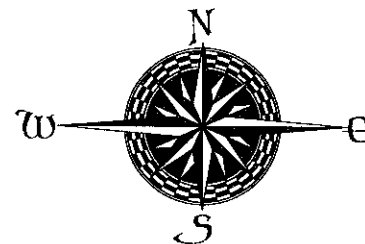
In the computer-based skills assessment arena you'll find there are four alternatives:

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SIOP'S 1994 AWARD RECIPIENTS

Joan P. Brannick
Chair, Awards Committee

The Society's 1994 awards were presented at the Annual Conference in Nashville. The Awards Committee and Executive Committee presented the following awards at the SIOP luncheon on Saturday, April 9.

Best Student Poster at the 1994 SIOP Conference

The award for the Best Student Poster at the 1994 SIOP Conference was presented to Lisa Finkelstein, Tulane University. Her poster was titled, "Age Discrimination in Employment: An Integrative Analysis" and was co-authored with Michael J. Burke. Lisa received a citation and a cash prize of \$100.

Robert J. Wherry Award for the Best Paper at the 1993 I/O-OB Graduate Student Convention

The Robert J. Wherry Award for the Best Paper at the 1993 I/O-OB Graduate Student Convention was presented to Daniel P. Skarlicki, University of Toronto. His paper was entitled, "Organizational Citizenship Behavior and Performance in a University Setting" and was co-authored with Gary P. Latham. Daniel was given a citation and a cash prize of \$100.

S. Rains Wallace Dissertation Research Award

Honorable Mention for the 1994 S. Rains Wallace Dissertation Research Award was given to Karen A. Jehn for her dissertation entitled, "The Benefits and Detriments of Conflict: A Multimethod Examination of Group Effectiveness." Dr. Jehn completed her dissertation at Northwestern University under the direction of Dr. Jennifer Chatman and Dr. Margaret Neale.

The 1994 S. Rains Wallace Dissertation Research Award was given to Deniz S. Ones, Ph.D. in recognition of the best doctoral dissertation in the field of industrial and organizational psychology. Dr. Ones completed her dissertation, entitled, "The Construct Validity of Integrity Tests," at the University of Iowa under the direction of Dr. Frank Schmidt. Dr. Ones received a citation and a cash prize of \$500. Dr. Ones has been invited to give a presentation (in conjunction with the recipient of the Edwin E. Ghiselli Award for Research Design) on her award winning dissertation at next year's SIOP Conference.

Edwin E. Ghiselli Award for Research Design

The 1994 Edwin E. Ghiselli Award for Research Design in the field of industrial and organizational psychology was presented to Linda S. Simon and Thomas G. Lokar from Kansas State University. "An Empirical Examination of Substitutes for Leadership at Three Levels of Union Leadership: Is There a Partial Eclipse of the Labor Leader's Sun?" was the title of their research proposal. Ms. Simon and Mr. Lokar received citations and shared a cash prize of \$500. They were also invited to give a presentation (in conjunction with the recipient of the S. Rains Wallace Dissertation Research Award) on their award winning proposal at next year's SIOP Conference.

ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

The 1994 Ernest J. McCormick Award for Distinguished Early Career Contributions was given to Dr. Cheri Ostroff in recognition of her contributions to the science of Industrial and Organizational Psychology. Dr. Ostroff received her Ph.D. in 1987 from Michigan State University, and has since been on the faculty of the Industrial Relations Center at the University of Minnesota.

Her research covers a wide variety of areas: organizational climate, job satisfaction, socialization of new employees, training evaluation, training needs assessment, organizational effectiveness, and performance ratings. The common thread in her work is not the substantive problem being addressed, but rather the conceptual framework brought to the work. Across the content areas in which she works, she examines issues related to the fit between characteristics of an individual and characteristics of a work group or organization. These issues are commonly referred to as aggregation or level of analysis issues.

Dr. Ostroff's most recent work integrated substantive issues of interest to organizational researchers with her interest and expertise in cross-level analyses. The "integration" aspects of this research are very important; without an understanding of how conceptually meaningful it is to test a hypothesis at different levels, statistical sophistication is useless. Without the statistical sophistication, it is unlikely that aggregation issues will be resolved appropriately. All of her work in this area is thoughtful and carefully argued substantively. Her approach to aggregation issues serves as an example of how to check the appropriateness of aggregation at different levels and how to proceed to test hypotheses with aggregated data.

Cheri also conducted important research with Steve Kozlowski on organizational socialization. Their hypothesis was that newcomers in organizations must develop methods of gaining knowledge about the organization and their work and the extent to which they gain such knowledge

determines important organizational outcomes (i.e., satisfaction, performance, turnover). Previous research focused primarily on the process of socialization without much attention as to what outcomes should and, in fact, do result from this process.

Psychologists have long been interested in the relationship between job satisfaction and performance, and have long puzzled over the very weak relationship between the two. Consistent with Cheri's interest in the relationship between variables at different levels of analysis, she focused on the relationship between satisfaction and *organizational* performance rather than satisfaction and *individual* performance. Dr. Ostroff suggests that the individual satisfaction-performance relationships may be weak because many other factors may influence a single individual's work performance (e.g., ability factors, family pressures, etc.). At the organizational level of aggregation, these individual factors average out, leaving a clearer picture of the satisfaction-performance relationship.

In view of her contributions in these and other areas, the Society for Industrial and Organizational Psychology is pleased to present its 1994 Ernest J. McCormick Early Career Contributions Award to Dr. Cheri Ostroff. Dr. Ostroff received a certificate, a cash award for \$500, and an invitation to present an address at next year's SIOP conference. (Nominator: Neal Schmitt)

DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

The Society presented their 1994 Distinguished Service Contributions Award to Dr. Ann Howard in recognition of sustained significant and outstanding service to the Society. A simple list of Dr. Howard's SIOP projects, offices, and committee assignments attests to the many ways in which she has served SIOP over the past two decades. It does not, however, speak to the quality of that service. There is abundant evidence that Ann's contributions are more significant than would appear on paper even though that list is impressive.

First, she has held those offices and positions that are generally associated with the heaviest workloads. She served as Professional Affairs Chair when the division was concerned with its stance on licensing and she wrote documents that were published in various places including *TIP* and the *American Psychologist*. She served as *TIP* editor and did much to develop it as one of the best and most professional divisional newsletters. She served as Secretary-Treasurer at a time when those positions were one. Today, the positions are divided and the workload is still so burdensome that some of our members refuse to run for election to those positions.

Second, she worked in these positions with great attention to detail. She was clearly well informed at meetings and could supply any needed information. She analyzed and reported on at least two major SIOP surveys. She drafted and redrafted major statements on SIOP's position on licensing.

The quality of her work in these assignments is indicated by the fact that most of the activities in which she was engaged resulted in documents that reflect SIOP policy. Examples include her papers on licensing, the SIOP Administrative Manual, her reports on survey results, and numerous articles in *TIP* over the last twenty years. Currently, she is editing volumes in SIOP's Frontiers Series and in the Practice series.

Third, she has been equally effective in representing SIOP within APA and APS. In APS, she served as Program Chair for the second conference. Since the organization was new, not much in the way of policy or procedure existed. Ann changed that and made the job much more manageable. Ann is not simply an effective administrator. Her program innovations (e.g., the inclusion of "multidisciplinary symposia") have proven very popular with APS. She has also contributed effectively, and warily, when necessary; as APA Council Representative. Service in this position resulted in APA statements on several issues of importance to SIOP.

Clearly, when SIOP wanted a task done well, we asked Ann Howard. Ann assumed many different tasks in which the objectives were not clear; she formulated clear objectives, worked towards acceptable solutions, set policy and administrative procedures in place, and helped subsequent holders of her positions understand what needed to be done and how to accomplish tasks.

Dr. Howard's competence, diligence, administrative efficiency and thoughtful, cooperative teamwork define the Distinguished Service Contributions Award. Dr. Howard received a certificate and a cash award for \$500. (Nominator: Neal Schmitt)

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

The Society had the honor of presenting the 1994 Distinguished Professional Contributions Award to Patricia J. Dyer, Ph.D. Dr. Dyer, known better as Pat, is the ideal recipient for this award given "in recognition of outstanding contributions to the practice of industrial and organizational psychology." Although she is wholly at ease with academicians, especially when getting them in touch with realities, she has chosen to devote her full time to the application of industrial and organizational psychology within an employing organization. She has also chosen to practice her profession with the highest levels of competence and dedication to excellence. In her organization, she is known for promulgating and enforcing the "Dyer Standards" of excellence in the design and conduct of research and in using its results — when results merit use. She is perfectly willing to pull out all stops in selling her management on good practices, and she is equally willing to scuttle applications that lack scientific support. She is, in short, the prototype of the scientist-practitioner who views professional practice in psychology as a field where one is both a researcher and a user of research results.

Pat's major responsibilities are in employee selection and test development. She has handled these responsibilities extremely well. This statement is best exemplified by the fact that, although her organization tests "thousands and thousands" of people annually (according to a retired executive for whom she worked), there have been no complaints about test fairness or discrimination about any of the tests that she and her staff have developed.

Her contributions go beyond the organization that employs her. She has educated fellow psychologists in SIOP sponsored workshops and symposia, she has trained many others through her extensive internship program, and she has contributed through service on agencies like the Ad Hoc Group on the Uniform Selection Guidelines and the Board of Examiners for the Foreign Service of the United States. Observers of all these activities have emphasized both her competence and dedication to the best possible professional practice. Most recently, psychologists attending SIOP conferences have had their own opportunities to observe these qualities as well as her professional leadership as she has described her cutting-edge work on multimedia, computerized approaches to personnel and candidate assessment.

An ideal industrial and organizational psychologist accomplishes worthwhile things for employers and clients, uses the knowledge base and research procedures of the science to do so, helps others be or become the best they can be in their own professional work, and represents, promotes, and defends psychology in its interface with the rest of society. Pat Dyer is as close to this ideal as anyone can be. For all these reasons and more, the Society for Industrial and Organizational Psychology is pleased to present its 1994 Distinguished Professional Contributions Award to Pat Dyer. Dr. Dyer received a certificate, a cash award for \$500, and an invitation to make an address at next year's SIOP Conference. (Nominator: Robert M. Guion)

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

The Society had the honor of presenting the Society's 1994 Distinguished Scientific Contributions Award to Bernard M. Bass, Ph.D. Bernie's 45-year record sends a strong signal about his scientific contributions to numerous areas and people in I/O psychology. Over 300 publications are listed on his vita, and the quality of this work is reflected in his numerous citations and sponsored research awards.

Between 1948 and 1954, he demonstrated the construct validity of the leaderless group discussion, now a basic procedure of assessment centers. In 1950, he used survey feedback, now a mainstay of the field, to individuals and groups of managers for education and research purposes. In 1952, he defined the manager as a balancer of constituent satisfaction and viewed customer, shareholder, and employee well-being as ultimate criteria of organizational worth—ideas today of Total Quality Management and empowerment.

He employed film feedback in research and practice in 1954. In 1955, he showed that the F-scale of authoritarianism was biased by social acquiescence, a forerunner to current work on assessing same-source bias. In 1956, he developed objective methods for assessing leadership, including a computer network for measurement and instant feedback—an integral feature in current decision support centers and group decision support systems. In 1959, he constructed behaviorally-oriented complex business games and exercises for training assessment, and research.

In 1960, *Leadership, Psychology, and Organizational Behavior* presented a general theory of leadership as contingent reinforcement. Numerous empirical studies testing models from the theory ensued. He also prepared technical reports using forerunners of meta-analysis and cross-lagged correlation analysis.

In 1965 and 1972 his seminal textbooks, not merely summaries of extant work, developed new theoretical models for several I/O areas, "invented" organizational psychology, and joined the "I" and "O" areas.

He began pioneer I/O participative management education and research in 1966 in Western Europe, Latin America, India, and Japan, culminating in the *Assessment of Managers: An International Comparison* (1979). This cross-cultural I/O work continues today especially focusing on leadership.

Bernie may be best known for his contributions to the field of leadership, beginning as an Ohio State University graduate student in the late 1940's. In 1980, he introduced a new paradigm of transformational leadership. *Leadership and Performance Beyond Expectations* (1985) started a stream of research that is broad-based and comprehensive. Concurrently, Bernie wrote two editions of the *Handbook of Leadership*, the seminal work and compendium for leadership researchers. He also founded (1988) and served as Executive Editor of the *Leadership Quarterly*, an international, interdisciplinary journal of leadership theory and research.

In 1985, Bernie earned his Distinguished Professorship. He founded (1987) the Center for Leadership Studies at SUNY-Binghamton and was chosen Management Laureate in 1993. In view of these contributions, the Society for Industrial and Organizational Psychology is pleased to present the 1994 Distinguished Contributions Award to Dr. Bernard M. Bass. Dr. Bass received a certificate, a cash award for \$500, and an invitation to make an address at next year's SIOP Conference. (Nominator: Francis J. Yammarino)

Thanks to the 1993-1994 SIOP Awards Committee for their many contributions throughout the year (Committee members are listed on page xx).

1995 SIOP AWARDS GUIDELINES FOR NOMINATIONS

The submission deadline for the 1995 SIOP Awards is September 15, 1994. General nomination guidelines are described below. You may obtain additional information about award criteria in the April 1994 issue of TIP or by writing to Joan P. Brannick at the address provided below.

Send nominations and entries for all awards to:

Joan P. Brannick
10416 Tara Drive
Riverview, FL 33569

HOW TO SUBMIT NOMINATIONS FOR THE:

- **DISTINGUISHED SCIENTIFIC CONTRIBUTION AWARD**
- **DISTINGUISHED SERVICE CONTRIBUTION AWARD**
- **DISTINGUISHED PROFESSIONAL CONTRIBUTION AWARD**
- **ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTION AWARD**

- Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations
- Only members of the Society for Industrial and Organizational Psychology may be nominated for the award
- The nominator should include: (1) a letter nominating the SIOP member for the award, (2) a current vita of the nominee, and (3) supporting materials (e.g., letters from colleagues, article reprints, etc.) illustrating the contributions of the nominee
- Letters of nomination, vitae, and supporting letters and materials must be received by September 15, 1994

HOW TO SUBMIT NOMINATIONS FOR THE EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN:

- Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society or by any person who is sponsored by a member of one of these organizations
- Proposals having multiple authors are acceptable

- Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However, the limit does not include references
- Proposals should be prepared according the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words
- Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal
- No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted
- Individuals who have previously received the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to receive an award a third time, the author must show evidence of having completed at least one of the two previously proposed studies
- Proposals must be received by September 15, 1994

HOW TO SUBMIT NOMINATIONS FOR THE S. RAINS WALLACE DISSERTATION RESEARCH AWARD:

- Entries may be submitted only by individuals who are sponsored by a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society
- Each entrant should submit ten (10) copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper
- Papers are limited to a maximum of 75 double-spaced pages. This limit includes the title page, abstract, tables, figures, references, and appendices
- Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words
- The paper must be based on a dissertation that was accepted by the graduate college two years or less before September 15, 1994, with the stipulation that an entrant may only submit once
- The entrant must include:
 - (1) a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the

- institution and that the submission adequately represents all aspects of the completed dissertation AND
- (2) a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society who is familiar with the entrant's dissertation

Both of these letters may be from the same person.

- Entries (including supporting letters) must be received by September 15, 1994

PAST SIOP AWARD RECIPIENTS

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards. *As you will notice, we are missing information on some of the awards (e.g., the Wherry Award). Call Joan Brannick at (813) 399-6820 regarding missing or incorrect information so that we can maintain an accurate record of SIOP awards.*

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

1977	Douglas W. Bray	1986	Paul W. Thayer
1978	Melvin Sorcher	1987	Paul Sparks
1979	Award withheld	1988	Herbert H. Meyer
1980	Award withheld	1989	William C. Byham
1981	Carl F. Frost	1990	P. Richard Jeanneret
1982	John Flanagan	1991	Charles H. Lawshe
1983	Edwin Fleishman	1992	Gerald V. Barrett
1984	Mary L. Tenopyr	1993	Award withheld
1985	Delmar L. Landen	1994	Patricia J. Dyer

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

1983	William A. Owens	1989	Lyman W. Porter
1984	Patricia C. Smith	1990	Edward E. Lawler, III
1985	Marvin D. Dunnette	1991	John P. Campbell
1986	Ernest J. McCormick	1992	J. Richard Hackman
1987	Robert M. Guion	1993	Edwin A. Locke
1988	Raymond A. Katzell	1994	Bernard M. Bass

DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

1989	Richard J. Campbell and Mildred E. Katzell	1992	Irwin L. Goldstein
1990	Paul W. Thayer	1993	Robert M. Guion
1991	Mary L. Tenopyr	1994	Ann Howard

ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

1992	John R. Hollenbeck
1993	Raymond A. Noe
1994	Cheri Ostroff

EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

1984	Max Bazerman & Henry Farber	1990	Award withheld
1985	Gary Johns	1991	Award withheld
1986	Craig Russell & Mary Van Sell	1992	Julie Olson & Peter Carnevale
1987	Sandra L. Kirmeyer		
1988	Award withheld	1993	Elizabeth Weldon & Karen Jehn
1989	Kathy Hanisch & Charles Hulin	1994	Linda Simon & Thomas Lokar

S. RAINS WALLACE DISSERTATION RESEARCH AWARD

1970	Robert Pritchard	1982	Kenneth Pearlman
1971	Michael Wood	1983	Michael Campion
1972	William H. Mobley	1984	Jill Graham
1973	Phillip W. Yetton	1985	Loriann Roberson
1974	Thomas Cochran	1986	Award withheld
1975	John Langdale	1987	Collette Frayne
1976	Denis Umstot	1988	Sandra J. Wayne
1977	William A. Schiemann	1989	Leigh L. Thompson
1978	Joanne Martin & Marilyn A. Morgan	1990	Award withheld
1979	Stephen A. Stumpf	1991	Rodney A. McCloy
1980	Marino S. Basadur	1992	Elizabeth W. Morrison
1981	Award withheld	1993	Deborah F. Crown
		1994	Deniz S. Ones

BEST STUDENT POSTER AT SIOP

1993 Susan I. Bachman
Amy B. Gross
Steffanie L. Wilk
1994 Lisa Finkelstein

ROBERT J. WHERRY AWARD FOR THE BEST PAPER AT THE I-O/OB CONFERENCE

1980	1988	Christopher Reilly
1981	1989	Andrea Eddy
1982	1990	Amy Schwartz
1983	Maureen Ambrose	Wayne Hall
1984		Jennifer Martineau
1985	1991	Paul Van Katwyk
1986	1992	Sarah Moore-Hirschl
1987	1993	Daniel Skarlicki

SIOP MEMBERS WHO HAVE RECEIVED APA, APF, AND APS AWARDS

APA AWARDS

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO EDUCATION IN PSYCHOLOGY

1973 James B. Maas

AWARD FOR DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

1976 John C. Flanagan
1980 Douglas W. Bray
1989 Florence Kaslow
1991 Joseph D. Matarazzo

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS TO PSYCHOLOGY

1957 Carl I. Hovland
1972 Edwin E. Ghiselli

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTION FOR THE APPLICATIONS OF PSYCHOLOGY

1980 Edwin A. Fleishman
1983 Donald E. Super
1987 Robert Glaser

AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS TO PSYCHOLOGY

1989 Ruth Kanfer

APF AWARDS

GOLD MEDAL AWARD FOR LIFE ACHIEVEMENT IN THE APPLICATION OF PSYCHOLOGY

1986 Kenneth E. Clark
1988 Morris S. Viteles
1991 Douglas W. Bray
1993 John C. Flanagan

APS AWARDS

JAMES MCKEEN CATTELL FELLOW AWARD

1993 Edward A. Fleishman
Robert Glaser
Donald E. Super

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Edwin A. Fleishman: Applying Academia

Robert Most

Mind Garden and Consulting Psychologists Press

Ed Fleishman has had a remarkable career, accomplishing a great deal of research in diverse domains while serving in teaching and management roles. His career has been characterized by hard work, leadership, and a gift for applying academic knowledge. This application of academia was evident in his philosophy in running research organizations, his organizing of knowledge disciplines, and by his being an academic expert on leadership while holding leadership positions.

Ed was born in New York City, but grew up in Baltimore. His parents came to this country as children of Russian immigrants making a new start in a new country. Ed was a child of the Depression. Thus, he had the classic background that valued education, personal achievement, and hard work.

Ed was an achiever in school. He explained, "Since I skipped some early grades, I felt I had to work harder than the other kids because I was always younger." Ed received a scholarship from Loyola College in Baltimore and, through an accelerated program there during World War II, graduated with a B.S. degree at age 18. In college, Ed majored in Chemistry because he saw a clear career path. When he was a Senior, his reading interests led him to a fascination with psychology.

Ed enlisted in the Navy in an Electronics Technician Program which allowed him to complete college before going on active duty to start the program. The war ended shortly after Ed was inducted into the Navy, and he redeployed to do demobilization counseling with enlisted personnel regarding their transition to civilian life. This experience reinforced his desire to go into psychology as a career.

When Ed applied to graduate school at the University of Maryland, he had taken only one course in psychology. He was interviewed by John Gamewell Jenkins, one of the "founders" of industrial psychology, and, to this day, Ed doesn't understand why Jenkins took the chance on him. At Maryland, Ed was able to support himself on the GI Bill and by teaching in the Chemistry Department and doing occasional market research interviewing for the Psychological Corporation. Ed did his Master's work in consumer preference, analyzing product choice.

After receiving his M.A., Ed spent a summer in the Pentagon as a research psychologist with the Personnel Research Section of the Army, developing achievement tests for various occupational specialties.

Following the summer, Ed was accepted at Ohio State for his doctorate work. The Ohio State Psychology Department was a great environment for Ed.

He is grateful to Ralph Stogdill at the Personnel Research Board who hired Ed as a research assistant and got him started on the Ohio State Leadership Studies. His first assignment was with a young assistant professor, Donald Campbell, comparing military and civilian leadership. The atmosphere among faculty and students was very collegial, and Ed was particularly influenced by the daily interactions with Carroll Shartle, who had the vision and entrepreneurial skills in building the program and in providing academic leadership, as well. Perhaps the role model provided by Shartle shaped Ed in applying academic knowledge. Most characteristic of this application was his ability to take his insights into leadership in managing a number of organizations.

Ed's dissertation work, under Harold Burt, was part of an International Harvester fellowship for leadership research. The resulting publication (Fleishman, 1953) and his book (Fleishman, Harris, & Burt, 1955) proved to be important for the field. His work (in industrial settings) together with that of Hemphill and Halpin (in military settings), identified the leadership dimensions of *consideration* (the extent to which the leader is considerate of the feelings of those he or she manages) and *initiating structure* (the extent the leader facilitates group interactions toward goal attainment) and showed these dimensions to be complementary and not opposite ends of a continuum. This research led to the publication of the *Leadership Opinion Questionnaire and Supervisory Behavior Description* by Science Research Associates (Fleishman, 1960). Ed's work at Ohio State was the first to evaluate the effects of leadership training (during training and back in the plant) and showed that the climate in the work situation interacted with the effects of such training.

On Ed's graduation from Ohio State he was offered a number of academic positions but finally he was recruited by Robert Gagné to join the Air Force Human Resources Research Center in San Antonio, headed by Arthur Melton. Ed's position was as a branch chief of the Skill Components Research Laboratory working on test development in perceptual motor skills, including research in pilot selection. He was attracted by the opportunity to do research in a new aptitude domain. He feels very fortunate to have taken this position because of its excellent funding, the stimulation provided by the large number of young psychologists at the Center, and the freedom he had to do basic research related to the solutions of applied problems.

Ed published a great deal during the five years he was with the Air Force program, particularly on the dimensions of psychomotor abilities and the relation of abilities to performance at different stages of learning. In 1956, he was offered an Associate Professorship at Yale. He enjoyed the environment and his colleagues at Yale, and while there authored a general psychology textbook (Gagné & Fleishman, 1959) that was perhaps the first text to integrate basic psychology and the psychology of work. He also produced the

first of the three editions of his book, *Studies in Personnel and Industrial Psychology*.

Ed resumed his research on leadership, continued working on skill learning, and started research in physical performance as an aptitude domain. This was an example of how he was able to take the academic values of structure and organization into an applied problem. He told me that, "People were using physical tests with no clear rationale for their use." So, with Office of Naval Research support, he directed the first large-scale analysis of physical performance, identifying a set of factors that provided a foundation to the domain. His book on the subject (Fleishman, 1964) included a foreword by Stan Musial (on White House letterhead) who was then Chair of the President's Council on Physical Fitness.

A significant year for Ed was his sabbatical at the Israel Institute of Technology (Technion) in 1963. He feels that the importance to his family was their living in a very different culture that was in a formative stage. There was considerable intellectual ferment at the time and the historical backdrop of a developing country. In one remarkable event, he met Ben Gurion, then Prime Minister, walking in the desert, who asked him "why psychology had relevance to management." An active discussion followed!

Following the sabbatical, Ed resigned from Yale to move to the American Institutes for Research (AIR) as Senior Vice President, and Director of the Washington, DC, office. He was recruited by Robert Gagné and John Flanagan and was attracted by the social impact that could be made with an organization like AIR. Again, the application of academic knowledge had an allure for Ed. He started with an office of two Ph.D.-level staff and support personnel, and when he left there were 140 people and five institutes (Research on Organizational Behavior, Communication Research, Psychobiology, International, and Transnational Family).

Ed's management at AIR is indicative of his commitment to academic values while in an applied setting. He told me, "When I got to AIR, there had to be some way to combine academic values with what you need to do in a private, free standing research organization. I developed a reward system in which publication and papers at professional meetings were part of the performance evaluation. When selecting staff, you had to start with people committed to a research area and the projects would come from their commitment. Such people get their own gratification from publishing."

When Ed left AIR in 1975, he was invited by Lyman Porter to spend a year as Visiting Professor at the University of California, Irvine. During this period, he had gotten interested in categories that people use to describe human tasks and the relevance of these to predictions and generalizations about human performance. This work, originally supported by the Department of Defense, resulted in his important book with Marilyn Quaintance, *Taxonomies of Human Performance* (1984). The Taxonomies book is

indicative of Ed's broad perspective on psychology and working to improve the application of psychological knowledge.

One of the products of this research was the *Fleishman Job Analysis Survey* (F-JAS) which consist of behaviorally anchored rating scales that cover a broad range of human abilities from cognitive, psychomotor, physical, and sensory-perceptual domains of human performance (Fleishman, 1992; Fleishman & Mumford, 1991). He also has published a comprehensive *Handbook of Human Abilities* (Fleishman & Reilly, 1992) defining each ability, showing jobs and tasks requiring each ability, and linking each ability with published tests.

Following a year at Irvine, Ed formed the Advanced Research Resources Organization (ARRO). ARRO's goals were to carry out research and development in important issues in human resource management. There, Ed says, he felt more than ever like a "real" industrial psychologist, since much of the research at ARRO was sponsored by industrial organizations (for example, Exxon, AT&T, Uniroyal, Edison Electric). In 1986, following nine years as President of ARRO, Ed moved back into academia and is now Distinguished University Professor of Psychology and Director of the Center for Behavioral and Cognitive Studies at George Mason University.

In his application of his knowledge about leadership, Ed was elected to a number of leadership positions. He was president of three American Psychological Association (APA) Divisions (Industrial and Organizational Psychology, 1973-74; Engineering Psychology, 1977-78; and Evaluation and Measurement, 1978-79). He was President of the International Association of Applied Psychology (IAAP) from 1974 to 1982, and among other professional appointments, he was Chair of APA's Committee on Psychological Tests and Assessment.

His leadership was not without rewards. In 1980 he received the Distinguished Scientific Award for Applications of Psychology from APA. He was also the recipient of the Franklin V. Taylor Award for Outstanding Contributions to Engineering Psychology (APA Division 21), and the Distinguished Professional Practice Award (APA Division 14). In 1982, he was awarded an Honorary Doctor of Science degree from the University of Edinburgh. In 1993, he received the James McKeen Cattell Fellow Award in Applied Psychology from the American Psychological Society.

It is perhaps fitting that his love for organizing and building structure was applied to IAAP. While President of IAAP, he saw that there was a need to broaden its scope and create divisional structure involving other areas of applied psychology. It was challenging working with psychologists from around the world with their diverse orientations. Travel has provided Ed some of the most rewarding experience of his professional career. He was in Russia for APA as early as 1960 (where he saw the U-2) and returned there in 1976 as

part of a National Academy of Sciences task group. In 1981, he was among the first psychologists to be invited to China.

When Ed was Editor of the *Journal of Applied Psychology* (1971-1976), he broadened the journal, favoring conceptually-based research with theoretical implications that related to applied issues. He published articles that were more generalizable and ones that represented problems from a wide variety of applied settings.

Ed's current research has confirmed many early findings and extended the application of his research. Following are a few of the many interesting results.

In the area of **leadership** and team performance, his work with Michael Mumford and Stephen Zaccaro has conceptualized leadership as social problem solving in ill-defined domains (Fleishman, Mumford, Zaccaro, Levin, Korotkin, & Hein, 1991) and has emphasized the cognitive skills in leader development. He and his colleagues are just completing a book, called *The Thinking Leader: Developing creative leaders for a complex world*. He and Zaccaro have recently extended the taxonomic work into the team performance area (Fleishman & Zaccaro, 1992).

Ed's early research on the nature and definition of **physical abilities** has been recently confirmed and extended with new samples and methodologies (Myers, Gebhardt, Crump, & Fleishman, 1993). Their findings include common factors for men and women of Static Strength, Dynamic Strength, Explosive Strength, Trunk Strength, Stamina (cardiovascular endurance), and Flexibility, as well as Balance and Coordination.

Ed's work on abilities has led to the **prediction of human errors in work settings** (Fleishman, Buffardi, Allen, & Gaskins, 1990). They showed that when job tasks are classified according to the abilities required (using the F-JAS), significant relations with errors made in these tasks can be shown. The model they developed predicts error rates of tasks in Air Force and nuclear power plant situations.

In addition to Ed's many professional achievements, his family and avocational interests have been very important. He met his wife, Pauline, in graduate school, and "She has been a source of support and joy for me." Ed has two sons in their mid-thirties and he has tried to spend as much time with them as possible. He describes his physical activities as playing tennis once a week and golf (ir)regularly. Ed is an avid sports fan, especially for baseball. He and his wife attend concerts and theater regularly, and he has a passion for jazz. Besides all that, one avocation is collecting contemporary art.

Ed shares his accomplishments with his colleagues, "Much of what I have accomplished, I owe to working with good colleagues over the years who have enabled me to do a lot. I share the credit with a lot of people."

Ed is perhaps a model of applying academic knowledge. To each discipline or organization he has worked in he has provided structure and development.

His leadership is both applied and academic. His breadth ranges from physical abilities to leadership. He has produced a wealth of research and publications while being committed to his family and cultural pursuits. Through it all he credits his colleagues and his good fortune in being in the right place at the right time.

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FACTS ON TIP

The Industrial-Organizational Psychologist

What is TIP?

- **TIP** is the official newsletter of the Society for Industrial-Organizational Psychology (SIOP), Division 14 of the American Psychological Association. It is published quarterly (January, April, August, October).

Who reads TIP?

- Currently, **TIP** is mailed to approximately 4,600 subscribers. Of these, approximately 2,900 are members of SIOP. The others are institutions (businesses or libraries), graduate students, or active professionals and researchers who wish to keep up to date on the field of Industrial/Organizational Psychology.
- A 1989 survey of past and present SIOP members provides insight into who reads **TIP**. Of the 2,004 returned surveys:
 - 90% held a doctorate (usually in psychology)
 - 36% worked in academia
 - 29% worked in consulting
 - 28% worked in a private or public organizations
- Those in consulting reported practice as their primary work function (69%), while those in academia split their time between research (30%) and education (39%), and those working for organizations split their time between practice (36%) and management (33%).

What does TIP contain?

Each issue of **TIP** averages about 110 8.5" x 5.5" pages. The content of **TIP** generally falls into the following five categories:

- *Feature Articles* - profiles of leading I/O psychologists, history of the field, viewpoints on current issues, research summaries, legal updates (e.g., ADA or EEO), humor pieces
- *Society News* - reports from SIOP committees, a Society calendar, a message from the president
- *Position Ads* - job listings for I/O psychologists from university, public, and private work organizations

- *Announcements* - call for proposals, call for papers, fellowship opportunities, upcoming conferences, etc.
- *Paid Advertising* - advertising from consulting firms, book publishers, test vendors, etc.

Who writes for TIP?

- **TIP** has an editorial board who is principally charged with developing material for each issue. In addition, committee chairs frequently contribute updates which are published in **TIP**.
- Approximately 30 - 40% of each issue is comprised of unsolicited materials from outside contributors. These usually make up the majority of the feature articles.

What types of submissions are likely to be accepted in TIP?

Articles which are likely to be accepted in **TIP** can be characterized as follows:

- *Timely* - they address an issue of current concern for many I/O psychologists (e.g., implications of the ADA)
- *Well-written* - the purpose of the article is stated at the outset; the remainder of the article is well-organized and grammatically solid
- *Short* - contributions should be no more than 10 double-spaced pages
- *Interesting in presentation or topic* - Pure empirical studies are almost never published in **TIP**. Research reviews or theoretical papers may be. Debates, interviews, creative formats, or articles which express a divergent viewpoint will usually be inherently more interesting than research summaries.

What is the process of submitting to TIP?

Two copies of articles and features should be sent to the Editor: Kurt Kraiger, c/o the Department of Psychology, Campus Box 173, University of Colorado at Denver, P.O. Box 173364, Denver, CO, 80217-3364, or faxed to (303) 556-3520. A separate cover letter should contain the author's address and phone number. It is not necessary to have a title page, but the title, author(s) and author(s)' affiliation should be at the top of the first page.

Deadlines for submitting are February 15, May 15, August 15, and October 15. Deadlines must be met to be considered for the next issue.

Two copies of position ads and paid advertisements should be sent to the SIOP Administrative Office.

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Skill Standards, Assessment, and Certification: One-Stop Shopping for Employers?

Wayne J. Camara, Ph.D.

APA Science Directorate

To some extent the educational measurement community was largely overtaken by the pace and scope of many aspects of the educational reform movement and the implications on basic psychometric principles and traditional methods of assessment that has occurred in the past few years. I/O psychology may be in for the same "future shock" when the dust settles from the variety of workplace initiatives emanating from policy makers that address basic functions such as recruitment, selection, equity and job classification.

Several large scale educational reform initiatives that have advanced through Congress and in many states have major implications for businesses and I/O psychology. The paper attempts to describe a number of current legislative and federal initiatives concerning skills and competencies which have substantial implications on the science and practice of I/O Psychology.

For nearly half a century the federal government's support of research has been shaped by the Cold War. However, with a new world order comes less reliance on a military-industrial complex and the need for a different rationale for federal support of science and technology. This new rationale is based on broad national objectives which place greater emphasis on industrial performance and productivity with an increased preoccupation with international comparisons in education and business (National Academy of Sciences, 1993). Several of the major initiatives in education and industry have emerged from this rethinking of national priorities and needs in science and technology.

SCANS and a National Job Analysis

The Secretary's Commission on Achieving Necessary Skills (SCANS) was the first of several ambitious national policy initiatives which focused more closely on the work setting than the schools. The SCANS Commission was appointed by the Bush Administration and supported by the Department of Labor (DOL). The Commission's charge was to examine demands of the workplace to determine whether the current workforce was capable of meeting those demands. Four objectives were identified: (1) define the skills needed for employment; (2) propose acceptable levels in these skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the finding to the nation's schools, businesses, and homes (Peterson, 1992).

I/O psychology had some involvement in the research activities authorized for SCANS. The American Institute for Research (AIR) was responsible for identifying foundation skills and competencies that could generalize across broad occupational clusters. The SCANS Commission released several

prominent reports which addressed the status of workplace skills, workplace literacy, the school-to-work skills gap, and issued a number of ambition goals for the nation (Department of Labor, 1992a and 1992b).

Most enduring of the SCANS work are the foundation skills and competencies which were widely disseminated and adopted by many businesses, states, and local communities. Unfortunately a limited research effort was funded to support the project in comparison to the broad and ambitious recommendations and assertions released in the SCANS reports. However, SCANS, helped stimulate a national dialogue between leaders in business, education, local communities, training and labor concerning workplace skills and human capital, as well as providing a framework for further work on skills.

American College Testing (ACT) and the Council of Chief State School Offices were awarded a DOL-Department of Education (DOE) grant to develop pilot assessment of SCANS competencies and skills. This effort explored a variety of assessment issues such as the format, level of specificity, and content of assessments. However, the project's steering and advisory panel also recommended that the DOL-DOE first validate the skills taxonomy developed by SCANS. That effort, labeled the "National Job Analysis" study is designed to empirically identify competencies, sub competencies, and illustrative behaviors common across most jobs in order to increase mobility and assist in developers portable credentials (Korte, 1994). The core competencies have evolved from the SCANS project but will be validated along with additional competencies which emerge through a study of national occupations. These ongoing efforts will also attempt to identify and define characteristics of high performance work places.

Voluntary Industry - Based Skills Standards and Certification

In 1992, the DOL-DOE National Advisory Commission on Work-Based Learning held hearings on the issues of voluntary skill standards and certification. This program encourages and facilitates the development of consortiums of industry, labor, educational institutions, trainers, and community groups to: (a) identify cross-occupational standards required for broad clusters of occupations (primarily occupations which do not require college education) within an industry, but across specific organizations; (b) develop valid assessments to determine the attainment of the skill standards; and (c) develop mechanisms for portable credentialing that would generalize across occupations within a cluster and across organizations within an industry.

Testimony was provided by employers, trade associations, labor unions and vocational/educational organizations. APA was the only professional association which provided testimony on the technical aspects of these issues. APA identified several technical issues and concerns which should be addressed before skill standards and certifications can be successfully

implemented (Camara, 1992): (a) incorporation of job analysis and occupational classification technology in the design; (b) consensus on the desired level of specificity required for skill standards; (c) consensus on the relevance and generalizability of skill standards; (d) resolution of the apparent incongruity of goals to develop ambitious "world class" standards while ensuring that all students demonstrate mastery by age 16; (e) transformation of performance into a dichotomous variable; (f) strategies to address the potential negative consequences of skill certificates on minority groups; (g) identification of the legal and psychometric concerns related to the proposed uses of the standards and credentials (e.g. certification, high school graduation, entry into training programs, pre-employment screening), and (h) technical guidance and leadership by DOL on the proposed methodology for developing skill standards, assessments, and portable credentials. APA also expressed a willingness to assist DOL in the variety of technical problems that arise with such programs. While many of these concerns do not appear to be systematically addressed at the program level, there has been limited involvement of I/O psychologists in some technical areas for specific projects. Over sixteen grants have already been provided by the DOL and DOE, primarily to industry trade associations who are responsible for developing consortiums that in turn develop broad skill standards for clusters of representative occupations. The American Electronics Association is one recipient of such a grant and presented initial findings on three job clusters in the high technology electronics industry at the recent SIOP conference in Nashville (Tannenbaum, 1994).

GOALS 2000 and National Skills Standards

American 2000 (Department of Education, 1991) proposed six national education goals, several of which had direct and indirect implications for businesses and organizations. Despite some consensus at the state level, national legislation on these goals and other key elements in the educational reform movement stalled in Congress. After nearly two years of legislative activity, another effort at national educational reform, Goals 2000 (U.S. Congress, 1994) was signed into law this spring. This law has several purposes. First, Title I establishes six National Educational Goals and objectives that originated in America 2000 (U.S. Department of Education, 1991), along with an additional goal concerning teacher education and development. Several of the goals and objectives are directly relevant to the workplace. For example, Goal 3 requires every school to ensure students are prepared for responsible citizenship, further learning and productive employment in our Nation's modern economy. An additional goal states that by the year 2000 every adult citizen will be literate and will possess the knowledge and skills necessary to compete in a global economy. Specific objectives for the latter goal state that every U.S. business will be involved in strengthening the connection between education and work and that all workers

will have the opportunity to acquire knowledge and skills to adapt to new technologies, work methods, and markets through education, vocational or technical training at the workplace or through other programs (U.S. Congress, 1994). There is a consensus that better-structured relationships between schools and workplaces are needed to address issues involved in school-to-work transitions (e.g., relevance of curriculum, successful transitions, theories of adult learning, incorporation of life-long learning into workplaces and communities) (U.S. Department of Education, 1993).

Title II deals primarily with mechanisms for reporting on progress in achieving these goals and formally establishes a National Educational Goals Panel (NEGP) and a National Educational Standards and Improvement Council (NESIC) which will collectively:

- (a) identify subject areas for voluntary content standards;
- (b) develop criteria and certify voluntary national content standards developed by states that define what students know. Content standards must be comparable in rigor and quality to national voluntary content standards that will be developed;
- (c) develop criteria and certify voluntary national challenging performance standards developed by states that define what students should be able to do. Performance standards must also be of equal or higher quality to the voluntary national performance standards that will be developed;
- (d) certify voluntary opportunity-to-learn standards that describe the conditions of teaching and learning necessary for all students to have a fair opportunity to achieve the content and performance standards, and;
- (e) certify a system of assessments developed by states.

The voluntary opportunity-to-learn standards have been one of the most controversial elements in the legislation because these standards may examine the quality and availability of curriculum, instructional methods, technologies, and teachers. Because education is largely the purview of local communities and states, criteria will examine the extent that local and state standards and assessments are aligned to standards or criteria established by NESIC and approved by NEGP. The assessments would be developed to inform, improve instruction and outcomes, measure and motivate educational improvements, and assist policy makers. Of most relevance to the business and I/O community is Title IV which establishes a National Skill Standards Board. Skill Standards are defined as the level of knowledge and competence required to successfully perform work-related functions within an occupational cluster. The purpose of the National Skill Standards Board is to stimulate the development of a voluntary national system of skill standards, assessments, and certifications that will be used:

- (a) by the Nation, as a cornerstone of the national strategy to enhance workforce skills;
- (b) by the Nation, to ensure development of a high skills, high quality and high performance work force;
- (c) by industries, to inform trainers and prospective employees of necessary skills;
- (d) by employers, to assist in evaluating prospective employees and training incumbents;
- (e) by labor, to enhance employment security via portable credentialing;
- (f) by students and entry level workers, to determine the skills and competencies required for high wage jobs;
- (g) by training providers and educators, to determine appropriate training services required;
- (h) by Government, to evaluate public funding of skills training;
- (i) to facilitate opportunities for minorities and women; and
- (j) to facilitate linkages between all components of the work force investment strategy and school-to-work transition and job training.

This 28-member Board will be comprised of eight representatives each from business/industry and labor, the chair of NESIC and additional representation from educational institutions (including vocational institutions), state and local government, community-based organizations, Human Resources profession, and civil rights or other advocacy organizations. In 1993, Paul Sackett testified on behalf of APA concerning the assessment portions of Titles II and IV as well as this Board (see Brown, 1993). APA noted the technical tasks the Board was charged with reviewing and strongly recommended the inclusion of experts in industrial and organizational psychology, measurement, and assessment on the Board. While this recommendation was not incorporated there is some optimism that I/O psychology can prevail in having the Board recognize the importance of such expertise on future panels that may be formed to provide advice on the assessments and credentials.

The National Skills Standards Board will be responsible for: (a) identifying broad clusters of occupations; (b) facilitating the development of consortiums that will develop voluntary industry-based skill standards; and (c) certifying skill standards, skill assessments, and credentials or certificates that will eventually be issued upon proof of a specified level of proficiency. The law notes that voluntary skill standards system should: (a) meet or exceed the highest international standards, (b) take into account performance and content standards, (c) take into account the requirements of high performing work organizations, (d) have a form which permits updating in technology, (e) promote portability & facilitate worker mobility within occupational clusters, and (f) be non-discriminatory and consistent with Civil Rights Laws. The

resulting assessment systems must utilize multiple measures (including, where appropriate, oral and written evaluations, portfolio assessments, and performance tests), include methods for establishing the assessments are non-discriminatory, take into account international systems and assessments, and be periodically updated and revised. The law also specifies that "nothing in this title shall be construed to modify or affect any Federal or State law prohibiting discrimination on the basis of race, religion, color, ethnicity, national origin, gender, age, or disability."

Finally, there is a research and dissemination provision which states the Skills Standards Board and staff shall conduct workforce research relating to skills standards, identify and maintain a catalog of international and U.S. skills standards, serve as a clearinghouse on such standards, develop a common nomenclature of skills, and encourage development and adoption of curriculum and training materials for attaining standards that provide structured work experiences for progressive levels of certification.

The SOC and DOT

At the heart of all of these initiatives is the need to develop a common definition, language, and taxonomy of skills. Two efforts are underway within the Department of Labor that are relevant to this central issue. First, the DOL's Bureau of Labor Statistics is charged with revising the Standard Occupational Classification system used to classify and describe occupations. It is examining a variety of national occupational classifications systems used by the military, census bureau, DOL, and OPM, as well as systems in place internationally. The desire is to create an integrated and system that can be universally adopted and to have such a system skill-based in orientation (DOL, 1993).

The second initiative is the revision of the widely used Dictionary of Occupational Titles (DOT). In May 1993, the Advisory Panel for the Dictionary of Occupational Titles (APDOT) issued a report recommending the use of a content model for the revised DOT. The content model is "intended to provide a coherent and integrated system that identifies the most important types of information about jobs and workers...it embodies a view of occupational analysis that reflects the characteristics both of occupations (through the use of "job-oriented" descriptors) and people (through the use of "worker-oriented" descriptors) as well as the broader labor market (DOL, 1993, p. 31)." The model is organized into four sections: (a) Worker Attributes, reflecting inputs or KSAOs associated with a predictor model (e.g., aptitudes and abilities, basic skills, cross-functional skills, occupation-specific skills, personal qualities, education, experience); (b) Work Context, reflecting organizational, social/physical environment of the organization, work, and job (resembling a job characteristics model, e.g., organizational structure and climate, physical work conditions, design characteristics); (c) Work Content and Outcomes, reflecting outcome variables or task

requirements (e.g., general and specific tasks and work steps, services provided, products produced); and (d) Labor Market Context, reflecting broader economic systems of job with data from OPM, BLS, and DOE (e.g., labor market trends for specific occupations, locations of jobs).

In addition, APDOT recommended: (a) changes in the data collection process (a move from analyst's observations) to structured interviews; (b) use of automated technology for collection of data and structure of a database that can be easily and often revised; (c) coverage of all occupations, but at a level of detail dictated by the empirical needs and intended uses (although the implication is that greater emphasis and detail may be placed on occupations in high growth and high skills areas); and (d) a systematic program of research on the DOT and "staffing up" of the technical staff at the DOL responsible for this effort.

Closing Thoughts

Certainly, there are several additional initiatives in the workforce arena of relevance to I/O psychology that can not be adequately described in this paper. The National Adult Literacy Survey is a household survey to assess the literacy skills of adults that characterizes the workforce with respect to literacy skills and activities reported in various occupational categories (Department of Education, 1992). Housed within the DOL is the National Advisory Commission on Work-based Learning which is concerned with industry skill standards, training and apprenticeships, and labor-management cooperation. Finally, the school-to-work opportunities act would authorize \$300 million in seed money to local communities and states to build up programs that have typically been considered vocational training and includes key provisions for paid work-based learning.

There are a number of common themes that emerge from the variety of policy initiatives that should be of interest to I/O psychology. First, much of the skill standards movement has not only evolved from the changing national priorities of national security to industrial competitiveness (National Academy of Sciences, 1993) but has also been greatly influenced by Workforce 2000 (Johnson and Packer, 1987) which noted, among other trends, that the labor force will be increasingly dominated by disadvantaged workers with low skills levels leading to a labor shortage for high skill jobs. While key elements of the higher skills movement have been adopted by federal policy makers, others are not so convinced that "if we train it (high skills), it will come (high skill, high wage jobs). Mishel and Teixeira (1991) re-analyzed the original assumptions and data used in Workforce 2000 for the Economic Policy Institute. They have stated that this "skills mismatch or labor shortage view" is either wrong or misleading. Their analysis of job characteristics concludes that 'the key error lies in promoting more training and education for workers on the assumption that employers will be demanding a workforce with high levels of skill and education, particularly professional and technical workers (p. 2)."

Workers cannot fill high skills jobs if they are largely not available, but rather emphasis must be placed on technology and reorganization of work through a comprehensive economic approach, they note. Hansen (1993) adds that the U.S. employers still have a low regard for training and are unwilling to measure the effects of training. She cautions against over promising what training can do and advocates an office on work force development, modeled after the National Science Foundation, which would support research and monitor development efforts in the states.

Other trends emerged across these initiatives. First, the desire to move from very specific task statements to more general behavioral descriptors that cross-occupations and even work settings is common to all efforts. The traditional mechanistic approach for analysis of each individual job classification is viewed as preventing the type of occupational migration that is increasingly required for open systems. How we can reconcile the trend for broad skill based descriptors with the requirements for functional skills of each job under the Americans with Disabilities Act must still be broached. Second, the desire for a common nomenclature to describe skills as well as jobs is found throughout all initiatives. Again the fragmented and highly specialized occupational classification systems developed throughout federal agencies and the private sector are barriers to the crosswalk of occupational information needed in research and applications. Third, the desire for high performance (or as some call them "world class") standards appears difficult to reconcile with requirements that all students and workers will meet such standards. Much the same logic motivated minimum competency testing in the 1970's - 80's (Shepard, 1991) and failed because the 'minimum' tends to become the 'maximum,' thus lowering standards for all (A Nation At Risk, 1983, p. 20).

States and local communities are viewed as key stakeholders in such efforts, as are business and labor. It shouldn't be all that surprising to see that I/O psychology and behavior science research is not highly valued or sought by the agency policy makers. Measurement and assessment specialists have gained increasing prominence and importance in the policy, program development, and technical components of initiatives sponsored by the Department of Education and OERI. Unfortunately, initiatives under the purview of the Department of Labor noticeably exclude experts in all but very specific and highly technical roles and the agency does not appear to have the internal expertise in these areas that other federal agencies possess. Finally, I/O psychologists are now aware that assessment is defined as more broadly than ever-before. Performance measures, portfolio assessments, and oral presentations are increasingly called for in both educational and employment settings. However, the skill assessments must conform to existing Civil Rights laws - placing a heavier burden on employment assessments that appear to be designed for both high and low stakes purposes.

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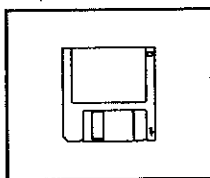
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"I Am the Very Model of a Scientist-Practitioner"

Paul R. Sackett

I concluded my SIOP presidential address in Nashville by sitting down at a piano to play and sing a parody of Gilbert and Sullivan's "I Am the Very Model of a Modern Major General" that I'd written. I received many requests that the lyrics be published in **TIP**. I've also heard a number of complaints about the quality of the commercially available tape; I can send you a good quality home recording of the song for the cost of a cassette and postage. Send \$3 to: 2200 Humboldt Ave. South, Minneapolis, MN 55405

1

I am the very model of a scientist-practitioner
I know the founders of the field from Wilhelm Wundt to Titchener
I balance meeting client needs with research opportunities
I'm comfortable in boardrooms and in major universities

I know that work behavior has a long list of determinants
From aptitude to attitudes to effort and to temperaments
I understand incentive systems and reward contingencies
Though Victor Vroom would label this a matter of expectancies

I emphasize participation when it comes to setting goals
I know how stressful it can be to balance work and family roles
As scholar, mentor, innovator, strategist, and manager
I am the very model of a scientist-practitioner

2

I've studied some statistics and I've mastered all the laws of chance
I give no weight to findings that might be explained by happenstance
I strive to obtain data with a mighty hefty sample size
To maximize the odds that my validity will generalize

I've mastered LISREL, probit, tobit, alpha, beta, gamma change
I make sure all my findings are corrected for restricted range
I use all kinds of methods from rough scatterplot to post hoc test
In hopes of finding just the one to serve my needs the very best

I know that in the workplace there are plenty of impediments
to trying to do research using randomized experiments
And so I work instead with surveys, focus groups, and interviews
And can provide you feedback in whatever format you might choose

3

I try to set aside some time for scholarly activity
Though deadlines and a ringing phone most often get the best of me
I purchase all the journals and the business periodicals
I must admit my reading patterns can't be termed methodical

I've data sets and theories that I'd like to see in print someday
Although it seems a miracle that I might ever find a way
I write up bits of research and attach a stamp with endless pride
But three months later reject letters leave me almost terrified

There's rewrites and revisions overflowing from my file drawers
I roundly curse reviewers but continue coming back for more
In trying to contribute to the e'er expanding literature
I am the very model of a scientist-practitioner

4

I'd like to sing a verse to honor all our SIOP presidents
To name them all in 15 seconds surely has no precedent
There's Stagner, Schmitt, Dunnette, and Hakel, Owens, Ash, and Ferguson
And Ilgen, Meyer, Vroom, Katzell, and Jenkins, Grant, and Edgerton

Ghiselli, Wallace, Taylor, all are famous names from history
McGehee, Baxter, Seashore, Lawshe, all well known to you and me
Klimoski, Goldstein, Schnieder, Howard, both the Campbells, Dick and
John
MacKinney, Guion, Landy, Tenopyr...the list goes on and on

There's Fleishman, Thayer, Shartle, Zedeck, Sparks and Bills and Cascio
And Bennett, Porter, Moore and Henry, now there's not much more to go
There's Crissey, Tiffin, Dunlop, Sackett, Borman, Otis, Bray and Ruch
Which makes our list complete, with still some room to add a name or two

5

If I don't stop this nonsense soon this conference won't get underway
So I'll stop here and save the other verses for another day
And so in closing let me say how pleased I am we've gathered here
Among so very many model scientist-practitioners

Third Annual SIOP Road Race: Waltzing Through Opryland

Kevin Williams
University at Albany, SUNY

The third annual SIOP Conference 5K race/fun run was held on Saturday morning, April 9th. Seventy-five runners (out of eighty-eight entrants) answered their early morning wake-up calls and completed the meandering 3.1 mile course through Opryland Theme Park.

Chet Robie set a blistering early pace (5:15 at the mile) and never looked back, going wire-to-wire for the win in a fast 17:02. Robie's dominating performance left it to the women to provide the drama, which they did as the top four finishers were within 40 seconds of one another. **Margaret Barton, Michelle Rohrbach, Dana Lindsley, and Wendy Gradwohl** waged a heated battle before Margaret pulled away on the last loop of the theme park to win in a brisk 20:45. Michelle withstood a late charge by Dana to take second, with Wendy close behind.

That's What Friends Are For

Among the men, the battle for second behind Robie was also close. Perennial lead-packers **Paul Tesluk, Paul Sackett, and Steve Jex** joined newcomer **Peter Dominick** in the race for second. Tesluk opened up a lead on the others and was cruising through the 50's section, and strumming along through the Country & Western section, of the theme park. The wily prez, however, stayed within striking distance and steadily gained ground on the unsuspecting Tesluk. With 400 meters the stage was set for a surprise finish, but as Sackett was starting his kick he lapped a friend who yelled encouragingly "Way to go Paul." This alerted Tesluk to Sackett's presence and foiled the upset bid. Sackett, however, won the 40-50 age group easily, adding athleticism to the musical, artistic, and scholarly talent he displayed during the conference. What's next Paul, dancing?

Performance Over Time: Jacobs Three-Peats

In the team competition, **Rick Jacobs and Dana Lindsley** ("Performance Over Time") won the Advisor-Advisee category, giving Rick his third straight title in this category. (Rick, do you have treadmills in that lab, or what?). Their combined time of 43:11 was the fastest dyad time of the day. **Paul and Pat Sackett** won the mixed doubles title for the second time in three years (they also won in Montreal in 1992). The Science/Practice title went to "Team Pancake," a.k.a. **Scott Martin and Tom Becker**, who celebrated by going to

Waffle House. Scott and Tom also won in Montreal. The new team on the block was Akron University: team members **Jamie Winter, Bill Horvath, Wendy Gradwohl, Elaine Engle, and Carol Boyce** won the 5-member team category and foiled Penn State's hopes of three-peating.

The individual and team results are listed below. Congratulations and thanks to all who ran. See you in Orlando!

INDIVIDUALS

Category	MEN		WOMEN	
Overall Winner	Chet Robie	17:02	Margaret Barton	20:45
20-29 years old	1. Paul Tesluk	18:36	1. Michelle Rohrback	21:02
	2. Peter Dominick	19:16	2. Wendy Gradwohl	21:25
	3. Paul Bliese	19:58	3. Cheryl Ross	22:51
30-39 years old	1. Steve Jex	19:18	1. Dana Lindsley	21:04
	2. Pete Hudson	19:45	2. Linda Campion	27:14
	3. Donald Harville	20:16	3. Mary Roznowski	28:08
40-49 years old	1. Paul Sackett	18:44	1. Pat Sackett	25:29
	2. Larry Polensky	20:07	2. Ann Butcher	26:17
	3. Val Markos	21:01		
50 + years old	1. Phil Manhardt	22:50	1. Paula Post	32:05
	2. John Furcon	24:26		
	3. Donald Campbell	27:16		

TEAMS

University (5 Members)	1. Akron "A" 115:53	2. Akron "B" 137:49	Penn State
	Jamie Winter	Michelle Rohrback	(incomplete)
	Bill Horvath	Julia Gard	Paul Tesluk
	Wendy Gradwohl	Shelly Albright	Jeff Conte
	Carol Boyce	Bob Lord	Dana Lindsley
	Elaine Engle	Kathy Ferdico	Rick Jacobs
Advisor/ Advisee	1. Performance Over Time 43:11	2. Lord & Rorhback 50:57	3. Roznowski & Thomas 51:03
	Rick Jacobs	Bob Lord	Mary Roznowski
	Dana Lindsley	Michelle Rorhback	Andrea Thomas
Mixed Doubles	1. Sackett ² 44:12	2. Multiple Personalities 52:32	
	Paul Sackett	Brian Cole	
	Pat Sackett	Susan Osborne	
Science / Practice	1. Becker & Martin 43:31		
	Scott Martin		
	Tom Becker		

Vantage 2000: Employees as HR Agents—Trainers, Schedulers, Rewarders

Charmine E. J. Hartel
University of Tulsa

We often discuss HR activities as emanating from an HR department. Although employee input may be sought in the development of HR programs, the execution of those ideas is generally conceptualized as the duty of specially trained individuals and units. For example, training is considered the domain of the trainer, scheduling the domain of the scheduler, employee recognition and reward the domain of the compensation and personnel specialist. In this column I suggest that all organizational employees should be considered human resource management agents. After all, they are the object of HR policies and practices. Furthermore, though they may lack formal training in HR, they do possess KSAOs relevant to the development and execution of HR policies and practices. In some cases, these KSAOs may be inaccessible to HR professionals. For example, HR professionals may not be intimately familiar with the personal and interpersonal factors affecting employees. In this column, I describe several organizational practices that I think illustrate how employees can be enlisted in the HRM mission.

Employees as staffing coordinators and schedulers

Flexibility is becoming a key issue both for organizations and the workforce. Organizations require flexibility in order to adjust to dynamic and highly competitive business climates. Two approaches employers have taken are downsizing the workforce and replacing permanent workers with temporary and part-time workers. This contingent work-force is expected to save money because workers do not get the benefits or compensation of permanent full-time employees and can be used more flexibly as demand rises and falls. However, a contingent work-force also incurs costs since it tends to create low-attachment, high turnover and low commitment employees. Some research indicates that such workforce strategies may actually lose money on the whole (American Management Association 1992 survey, cited in Rupert, 1993).

Employees are also searching for more flexibility in their work schedules for various reasons. These include single or dual income parents who need or want to spend more time with their children, senior workers who decide to postpone full retirement and continue working well into their 60's and 70's, or workers seeking continuing education brought on by multiple lifetime career changes and advancing technologies. All these employees need flexibility combined with stability and predictability in scheduling.

Unfortunately, the flexibility needed by employees often conflicts with the flexibility needed by their employers. For example, an older worker might want partial retirement, whereas the employer may want to offer early retirement. The employee might want flexible work hours without sacrificing pay or benefits, whereas the employer wants to offer part-time employment with part-time pay and no benefits, at hours set by the employer. However, through cooperation and good planning it should be possible to get most of what each needs. A good example of this is the Joy Cone Company described by Paul Rupert (1993).

The Joy Cone Company produces ice cream cones for fast food and ice cream stores, and other businesses. As such, it is a very seasonal business and a 24-hour operation. Instead of relying on a contingent or part-time workforce, Joy Cone developed a more innovative customized strategy that provides flexibility both to the employees and to the employer. A central tool used is the weekly 'Request Sheet.' Each week employees can request one of three shifts, their days off, and even, within limits, rotation between part-time and full-time work. A master schedule is then created that usually fills most requests. This allows employees to coordinate their schedules with their spouses (who often also work rotating shifts) and their day-care needs. To accommodate the very seasonal nature of the ice cream business, everyone works a 6-day week during the busy months of April and May. During the summer, some college students are hired to supplement the regular workforce. In the fall, as production needs decrease, the Request Sheet allows for voluntary, temporary layoffs. The reduction in staff is accomplished largely through a voluntary process. Employees can switch to part-time or take a week or a month off. By the year's end all the regular employees return to full time work. By offering this flexibility to their employees the company can retain high quality, experienced employees who are committed to the company. By allowing employees to have input in the HR decisions regarding scheduling, both the needs of the organization and the needs of a diverse workforce are met. So, in this case, employees are enlisted into the HR mission by being allowed to participate in decisions about scheduling and seasonal layoffs.

Employees as trainers and succession planners

Mentoring is often mentioned as a tool for improving productivity and cohesion of employees but implementing a formal mentoring program can pose interesting challenges. Dr. Christine VanDosen, the Assessment Administrator at the Michigan Consolidated Gas Company in Detroit, wrote me describing their efforts at perfecting their mentoring program. They have had a mentoring program in place for three years. At this time they are exploring new ways of matching mentors and proteges and are refining the objectives set for the program. An excerpt from her letter describes these efforts:

"Last year we initiated matching mentors and proteges using scores from the Myers-Briggs Type Indicator and the FIRO-B. In the case of MBTI, we made "best possible" matches by assigning pairs of similar type. Although we believe diverse types do lead to more interesting relationships, our thoughts were that similar types would more easily and quickly establish a relationship. Since our program's duration is only one year, this is an important consideration. For the FIRO-B, we matched mentors and proteges based on complimentary scores. Mentors and proteges were jointly given feedback on both instruments in a workshop setting. Participants responded positively to this strategy, but we had no way of measuring whether these matched pairs were more effective. Fortunately (or unfortunately, depending on how one looks at it), this year we had problems administering the tests to all participants, yielding some pairs matched with the instruments and some not. Therefore, we have a perfect control group to test the effectiveness of our strategy.

[The] objectives for our program have been loose. The first year of our program had mentors and proteges negotiating their own objectives. This did not work out well. There was a great deal of inconsistency and participant (both mentor and protege) commitment to the program varied widely. This year we have targeted protege skill development as our program objective. Proteges are expected to assess their skills, prepare a Personal Development Plan, and engage in development. In addition to individually assessed skills, we are targeting all participants for development in the areas of business and industry knowledge and public speaking.

Unfortunately, I do not yet have any data to share you about the success of our interventions. However, we are happy that we have the tools in place to evaluate our strategy by this time next year. We have pre- and post-measures of protege skills assessed through self and supervisory ratings, and an objective assessment of the quality of the Personal Development Plan (conducted by Training and Assessment). Since there is not a great deal of empirical evidence to guide our strategies, we hope our "best guesses" are effective."

Returning to our theme, employees were here enlisted by HR to help develop new employees. Using veteran employees to train newcomers is an efficient way of training because proteges receive individualized attention and training from their mentor, who already possesses the relevant KSAOs for the position and also understands the corporate culture. Mentoring will undoubtedly increase in importance as organizations become more diverse and as new employees require more help in understanding and navigating organizational dynamics.

As seems to be the case at Christine's organization, mentoring can be very beneficial to both protege and mentor. However, a formal mentoring program could have negative effects if it is perceived by new employees as a device to mold them into the organizational culture. Organizations wanting to increase their diversity must be careful to also accept the diversity that new employees bring. Increased diversity in the workforce will not benefit an organization if their workers are molded to conform to historic organizational norms. Some minorities have complained that they have to dress, talk and think like white males in order to be successful. So a mentoring program should not only help the new protege learn about the organization but also should help the mentor learn about the new generation of employees and their points of view.

Christine noted the lack of empirical evidence regarding strategies for mentoring programs. If you have conducted some research relating to mentoring issues or have been involved in a formal mentoring program, please drop me a note so I can share your collective experiences and wisdom with my readers.

Employees recognizing employees

Tony Michela, HR Manager at the Tulsa, Oklahoma PacifiCare branch is proud of their employee recognition programs. The program that struck me as particularly innovative is the TRACK program. TRACK is an acronym denoting timeliness, results or responsiveness, accuracy, courteousness, and knowledgeableness. Each employee is given a set of coupons. When an employee wants to thank another employee for a TRACK behavior, they send a coupon to that employee. Employees have TRACK boards which they fill with the coupons they receive. Filled TRACK boards can be turned in for prizes. Currently, Tony is setting up a "company store" containing items with the PacifiCare logo. Employees will be able to redeem their coupons at this store. Tony's personal assessment of the effectiveness of these programs is that they are good morale builders and motivation sustainers. He believes that such programs though have a finite life expectancy. Therefore, they need to be continually revitalized or replaced.

PacifiCare's TRACK program is an example of the HR department enlisting employees to administer organizational rewards to exceptional employees. I'd be interested in hearing about other innovative ways organizations have found to recognize employees and to enlist them in HR activities.

Call for contributions for upcoming columns

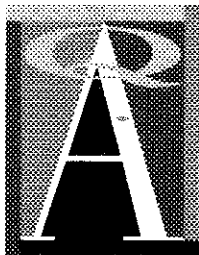
Among other suggestions or experiences you have to share I'd appreciate contributions on the following topics: (1) other ways organizations are enlisting employees to fulfill the HR mission, (2) ways organizations make managers accountable for managing diversity, (3) are the techniques needed to

manage diversity in foreign corporations different from those used by American corporations?, (4) diversity issues of groups other than traditionally identified minorities, (5) approaches to retraining incumbents especially ones designed to facilitate significant career changes, (6) anything involving "the green movement" and other socially responsible strategies in organizations, and (7) the effect of quality control programs on HR issues.

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

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MEMBERSHIP IN SIOP

William Balzer
Chair, Membership Committee

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Society members must: (1) currently be members in good standing of either APA, APS or the I/O section of the Canadian Psychological Association; (2) have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing; (3) be engaged in study or professional work that is primarily psychological in nature; and (4) be engaged in professional activities (research, teaching, practice) related to the purpose of the Society.

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Undergraduate and graduate students are eligible for student affiliate status in SIOP. Individuals applying for student affiliate status do not necessarily need to be majoring in psychology, but must have their faculty advisor sign their application form to verify they are currently a student in good standing. Student members are not required to be student members of APA or APS, but

must be presently engaged in formal study related to the purpose of the Society.

SIOP Application Process

Individuals interested in applying for any membership status in the Society should contact the SIOP administrative office for a member/associate member application or a SIOP student affiliate application.

How Do You Join SIOP?

William K. Balzer, Chair, Membership Committee

The following information is provided to guide you through the Society for Industrial and Organizational Psychology (SIOP) application process!

Who is eligible for SIOP membership?

Membership in SIOP is open to Fellows, Members, and Associates of the American Psychological Association (APA), Fellows and Members of the American Psychological Society (APS), and Fellows or Members of the I/O Section of the Canadian Psychological Association (CPA). Applications to APA and APS may be obtained by writing to these organizations at the addresses listed below; applications to APS may also be found in their three publications: *Current Directions in Psychological Science*, *Psychological Science*, and *The APS Observer*.

APA: American Psychological
Association
Membership Office
750 First Street, NE
Washington DC 20002-4242
202/336-5580 or 800/374-2721
FAX: 202/336-5568
TDD: 202/336-6123

APS: American Psychological
Society
1010 Vermont Ave, NW
Suite 1100
Washington DC 20005-4907
202/783-2077
FAX: 202/783-2083

How do I apply for SIOP Membership?

Membership categories and criteria are included in this issue of **TIP**, as well as a membership application form. These may be photocopied; membership criteria and applications are also available from the Chair of SIOP's Membership Committee, whose name and phone number is listed on the back cover of each issue of **TIP**. Membership criteria and application may

also be obtained directly from SIOP's Administrative Office by writing or calling:

SIOP Administrative Office
657 East Golf Road Suite 309
Arlington Heights, IL 60005
708/640-0068 (10 am - 4 pm CST)
FAX: 708/640-8830

Can students become members of SIOP?

Undergraduate and graduate students are eligible for student affiliate status in SIOP (note: graduate students who have obtained a Master's Degree in I/O psychology or a related field may apply for Associate Member status using the standard SIOP membership application). Individuals applying for student affiliate status do not necessarily need to be majoring in psychology, but must have their faculty advisor sign their application form to verify they are currently a student in good standing. A SIOP Student Affiliate application is also included in this issue; additional copies are available from the Chair of the SIOP Membership Committee and SIOP Administrative Office (see above).

How can I find out more about SIOP and industrial-organizational psychology?

The Science and Practice of Industrial and Organizational Psychology, a brochure describing the goals and activities of the Society, may also be obtained by writing or calling the SIOP Administrative Office.

APPLICATION FOR MEMBERSHIP
SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC.
DIVISION 14 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
ORGANIZATIONAL AFFILIATE OF AMERICAN PSYCHOLOGICAL SOCIETY



Name: _____ E-Mail: _____

Mailing Address: _____

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Phone Numbers: Office: _____ Home: _____ Fax: _____

Current APA Status: ☐ Fellow ☐ Member ☐ Associate ☐ Foreign affiliate ☐ Current APS Status: ☐ Fellow ☐ Member ☐ Current CPA Status in I/O Section: ☐ Fellow ☐ Member ☐ Foreign Affiliate

Check status in SIOP for which you are applying:
(Please refer to SIOP membership criteria)

☐ Member ☐ Associate ☐ Foreign Affiliate

NOTE: Show any additional information to support your application on separate single-sided page(s).

EDUCATIONAL BACKGROUND (List graduate education first)

Institution	Degree	Date	Major Area of Specialization

PROFESSIONAL EXPERIENCE (List present position first)

Employer ^a	Title	Dates	
		From	To
1. _____	_____		
2. _____	_____		
3. _____	_____		

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^a Attach additional, single-sided page(s) that describe briefly the duties of each job. Identify by the above numbers.

In making this application, I subscribe to and will support the purpose of the Society "to promote human welfare through the various applications of psychology to all types of organizations. . ." I also subscribe to and will support the American Psychological Association's Ethical Principles of Psychologists as adopted by APA and endorsed by the Society. I affirm that the statements made in this application correctly represent my qualifications for election, and understand that if they do not my membership may be voided. I authorize investigation of all statements contained in this application.

Date _____

Signature of Applicant _____
Return your application to: SIOP Administrative Office, 657 E. Golf Road, Suite 309, Arlington Heights, IL 60005

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1994 SIOP Fellowship Awards

Dick Jeanneret, Chair

This year, the Fellowship Committee recommended, and the Executive Committee approved, six individuals for election as Fellows of the Society. A brief citation descriptive of the outstanding contributions made by each of the new Fellows is set forth below:

RONALD ASH

Dr. Ash's contribution is especially noteworthy because of the comparative analysis he has undertaken so that researchers and practitioners can have a clear understanding of the job analysis alternatives that are available to them. He has contributed to the theoretical perspective, research design parameters, and practical applications of job analysis endeavors in a way that exemplifies the scientist-practitioner model of our field.

Dr. Ash has not stopped at the point of studying the job analysis data collection process, but has extended his research efforts to the topics of training, work experience, and most recently job evaluation and compensation. All of these topics of course have their basis in sound job analysis results. Dr. Ash has developed a hybrid method that combines traditional task analysis and the classical Job Elements approach found in the U.S. Civil Service. He also designed a modularized job analysis procedure for personnel assessment jobs for which he received the Distinguished Service Award from the International Personnel Management Association Assessment Council.

ROBERT T. HOGAN

Dr. Hogan was elected a Fellow of Divisions 5 and 8 of APA on the basis of his research regarding the development and influence of adult personality. His work has focused on both the positive influences as well as what he has referred to as the "dark side" of personality. His research has examined such constructs as curiosity, empathy, interpersonal attraction, drug use, ego control, and charisma. He has completed numerous research studies regarding the development of morals and the influence of moral judgment on behavior. He has studied the personalities of cops, criminals, students, and managers.

Some time in the early to mid-1980s, Dr. Hogan began to communicate with I/O Psychology. Perhaps it was his study of service orientation that was published in JAP in 1984. Regardless of what the exact time was, ever since then he has been especially noted for the development of the Hogan Personality Inventory (HPI) and the Hogan Personal Selection System.

LEAETTA HOUGH

Today, Dr. Hough is one of the foremost researchers regarding the measurement of personality constructs and their implications for personnel selection. Through her research for the U.S. Army, Dr. Hough changed the thinking of the profession, and because of her efforts, many studies have now established the true value of non-cognitive indices to selection systems that in the past relied almost totally on cognitive measures. Dr. Hough has successfully developed, validated, and examined respondent distortion in non-cognitive tests that are used today in both military and industrial settings. She also developed the *Achievement Record*, a biographical data collection instrument that is particularly sensitive to invasion of privacy, as well as matters of cultural, ethnic, and gender fairness.

Apart from her well-established research on personality measurement, Dr. Hough is also especially recognized for her co-editorship of the 4-volume *Handbook of Industrial and Organizational Psychology*, now in its second edition.

STEVE KOZLOWSKI

Dr. Kozlowski is especially cited for his research regarding the distortion of performance ratings. He has provided considerable new insight to understanding the relationship between halo error and rating accuracy that is applicable when people make judgments of others. Dr. Kozlowski has also made significant contributions to our understanding of organizational change brought about by downsizing or rightsizing in the workplace. He has studied change from the development and empirical evaluation of theoretical models, to those models that emphasize interventions to manage adaptation to the change process. This has led to his more recent studies that focused on the transfer of training in changing technologies.

Finally, it is important to mention Dr. Kozlowski's contribution as Editor of *TIP* from 1989 to 1992, a responsibility that can only be accomplished by someone with considerable dedication to our profession.

SCOTT MYERS

Dr. Myers is especially cited for his pioneering research regarding employee involvement, or, as it is more recently known, the "empowerment" of employees. His findings were first published in the *Harvard Business Review* beginning in 1964, and subsequently in his book, *Every Employee a Manager*, first published in 1970 and now in its third edition.

Apart from his penetrating insight with respect to the management of others, Dr. Myers has also made significant contributions to our understanding of goal setting, job design, and the relations between unions and management.

All of these endeavors have had significant real-world impact on how organizations function today, and how they will function in the next century.

As an advocate of employee "participation," and as the founding director of the Center for Applied Management, Dr. Myers has provided counsel to many leading private sector corporations, non-profit institutions, and public sector organizations, not only in the United States, but on an international basis. He has delivered a message that is widely accepted as one of the guiding principles for the workforce of tomorrow, and his election to Fellow status is long overdue.

KENNETH PEARLMAN

We all learned Dr. Pearlman's name in 1980 by way of his *Psychological Bulletin* article on job families that continues today to have considerable impact on the design and validation of employee selection systems. Further, his studies of work taxonomies coupled with his collaborative research on the topic of validity generalization have changed the traditional viewpoint regarding the role of job analysis in personnel psychology, and established a more rigorous perspective as to the importance of job information in the design of employee selection procedures. As an organizational researcher, Dr. Pearlman has also pursued matters of selection fairness, utility, behavioral interviewing, compensatory hurdles in hiring decision, a model of leadership performance, and an automated person-job matching system during a span of just over ten years.

Most recently, Dr. Pearlman has been recognized for his service as a member of an advisory panel that is guiding the design and development of a new *Dictionary of Occupational Titles*. This endeavor will no doubt have significant impact on public policy in our nation, as well as the practice of our profession.

SOCIAL/BEHAVIORAL SCIENTISTS

ISR, one of the world's largest survey firms, seeks global expertise and five years (min.) experience in development, analysis and interpretation of employee surveys. Successful candidate will formulate, interpret, summarize and present survey findings to senior management in large, global companies. Imposing intellect, wit and high ethical standards essential. Ph.D. in Industrial/Org. Psychology or Sociology required.

Candidate could be based in Chicago, London, San Francisco or Singapore. Fluent second language desirable. 40 - 50% travel anywhere in the world. Superb everything financial.

Resume and sample of writing in confidence to:



International Survey Research Corporation

Attn. Search Director - TIP
303 East Ohio Street
Chicago, Illinois 60611
Facsimile: 312/828-9742
Telephone: 312/828-9725

TIP FAX POLL: Results For April/Poll for July

Adrienne Colella
Rutgers University

The purpose of this poll was to survey Society members about their perceptions of the accessibility, costs, and benefits of an electronic network for SIOP members. Response rates were low (n=34), which leads to questions about the generalizability of these results. Perhaps one reason for the poor response rate is that many members (myself included) did not receive their issue of **TIP** until after the poll deadline. So, although the preliminary results are presented here, if you have not responded, **please take a few moments to complete and return the survey that follows.**

Overall, respondents seemed to be in favor of a SIOP electronic network, although a few respondents disagreed and were pessimistic about the success of such a network. Also, based on our limited amount of data, the vast majority of members would have access to the network.

The major benefits anticipated were quick communication, direct and easy contact with SIOP members, and timely announcements. Many respondents focused on the benefits of a forum for practitioners and academics to exchange ideas and resources (this cuts across several response categories). Also, a few respondents referred to the network as a possible motivation to strengthen SIOP in terms of attracting new members and by increasing informal interaction among members.

Two general classes of problems were anticipated. The first, mentioned by the majority of respondents was the possibility of being overloaded with unwanted, trivial, or repetitive (from other networks) information. The second most important problem was the possible exclusion of members who do not have access to e-mail. Several respondents noted the importance of retaining other communication media. In addition, several people also noted that such a network would require a lot of work for whoever was responsible for administrating its operation. A few respondents were generous enough to volunteer to become involved with the project.

Finally, respondents generate many possible uses for a SIOP e-mail network. Most frequently mentioned were general research questions and information including lists of current projects, Society news and **TIP** material, job openings, and a directory of members which includes a listing of their interests. Several respondents mentioned TJ Thomas' proposal (**TIP**, April 1994, p. 44) for a way to match practitioners' applied needs with the expertise and resources of academics and graduate school programs. Again, a common theme running through many responses was the possibility of fostering collaboration between academics and practitioners.

Following are the specific results of the poll. Please keep in mind the small sample size and that you may have further input by responding to this month's poll or by sending comments on these results to: **Adrienne Colella, Department of Management—Levin Bldg., Livingston Campus, Rutgers University, New Brunswick, NJ 08903 Ph. (908) 932-5648, FAX: (908) 932-5647; e-mail: Colella@TAI.Rutgers.edu.**

1. Do you currently have access to e-mail?
88.2% YES
11.8% NO
2. Do you anticipate having access to e-mail within the next year?
25% YES
75% NO
3. If you have access to e-mail, to which service do you subscribe?
76.7% INTERNET
36.7% BITNET
13.3% COMPU SERVE
10.0% PRODIGY
10.0% AOL
13.3% Some other (e.g., MILNET)
4. To how many professional networks do you currently subscribe?
43.0% 0
30.0% 1
10.0% 2
10.0% 3
6.7% 4 or more
5. What benefits do you feel would be associated with a SIOP e-mail network?
38.2% Quick Communication
35.3% Direct/Easy Communication w/SIOP Members
23.5% Timely Announcements/News
14.7% Two-way Communication
11.8% Academic-Practitioner Communication & Collaboration
8.8% Focus Specifically on I/O Psychology Issues
8.8% Informal Communication/Networking
8.8% Uncertain/No Benefits
8.8% Cheap Communication
5.9% Save Trees

6. What potential problems or pitfalls do you feel would be associated with such a network?

29.4%	Cluttering/Overload
23.5%	Some People Do Not Have Access
14.7%	No Problems (especially if current media channels are retained)
14.7%	Junk/Unwanted Messages (e.g., advertisements)
8.8%	Extra Work for SIOP Personnel
5.9%	Need for Screening

7. What type of information would you be most interested in receiving and sharing?

29.4%	General Research Questions and Ideas
29.4%	General SIOP/TIP Information and News
26.5%	Internship/Job Listings
23.5%	Description and List of Current Research Projects and Publications
14.7%	Methodology, Statistics, and Technical Questions and Information
11.8%	On-line Directory of Members and Their Interests
11.8%	Location of Research Sites, Practitioner-Researcher Collaboration
11.8%	Industry/Practitioner News and Trends
8.8%	Legal Information and Updates
8.8%	Conference Business
8.8%	Requests for papers
5.9%	Search for Collaborators
5.9%	On-line Surveys
5.9%	Funding, Research Resources
5.9%	Communication with SIOP Leaders/Committee Members
5.9%	Informal Communication/Networking

THANKS TO THOSE OF YOU WHO RESPONDED AND TO
THOSE OF YOU WHO VOLUNTEERED TO HELP
WITH A POTENTIAL NETWORK.

1. Do you currently have access to e-mail?

____no ____yes (GO TO #3)

2. If you do not currently have access to e-mail, do you anticipate having access within the next year? ____no ____yes

If no, do you anticipate having access within the next 3 years?

____no ____yes (GO TO #4)

3. If you do currently have access to e-mail, check each service to which you have access:

____BITNET ____INTERNET ____Prodigy
____Compuserve ____Genie ____Other (Specify)

4. If you do currently have access to e-mail, to how many professional networks do you now subscribe (e.g. HRNET)? _____

5. What benefits do you feel would be associated with a SIOP e-mail communication network?

6. What potential problems or pitfalls do you feel would be associated with such a network?

7. If you were to subscribe to a SIOP e-mail network, what type of information would you be most interested in receiving and sharing?

Responses to the above questions should be sent to:

Adrienne Colella

MAIL: Dept. of Management
School of Business
Levin Building, Livingston Campus
Rutgers University
New Brunswick, NJ 08903

VOICE MAIL: (908) 932-5648

E-MAIL: COLELLA@TAI.RUTGERS.EDU

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JOIN THE WORLD—IT'S E—A—S—Y

Vickie Vandaveer

If you are not yet on some kind of Computer Information Service or the Internet, the chances are that you are (a) a Practitioner and/or (b) resistant to learning or (c) too busy to check it out, or (d) just old and rigid. I'm assuming that (a) and (c) apply to most, and I have been asked to write this memo to let you know how beneficial, easy and inexpensive it is to access the world-wide information superhighway.

At the past few SIOP Executive Committee meetings, there has been discussion of the occasional need or desire to communicate with our members more frequently than the quarterly **TIP** publication allows. Discussion of how best to do that in an efficient and economical way invariably concludes that the best way is via electronic mail (or "e-mail"). More frequent issues of **TIP** or mass mailings are quite costly. The main problem with the e-mail solution is that it leaves out of the loop a fairly large segment of our Society—**MOSTLY PRACTITIONERS**—university-based colleagues are on BITNET and INTERNET.

I will admit that I found my way to the electronic superhighway primarily at the insistence of a high-tech client. The ensuing benefits are immeasurable, and I am eager to share them with you. It'll take you two minutes to read the following, less than an hour to go to a software store and purchase the software (\$20 to \$25), ten minutes to load the software, five more minutes to log on, and THEN . . . send me a message! You can be on line and tuned in to the 21st century tonight.

BENEFITS

- **Information:** SIOP news; weather reports—every major city in the world; hourly updated Associated Press releases; access to on-line libraries; stock quotes; airline schedules and reservations; incoming and outgoing faxes; consumer, business, scientific legal, medical reference databases (examples: Commerce Business Daily, the Census Bureau Service, Books in Print, Government publications, Dissertation Abstracts, Legal Research Center); forums where people with similar interests dialogue and exchange information; computers and software support; and much more.
- **Time Savings:** Without making a trip to the library or paying someone to make a trip you can access a library on-line, request information, retrieve articles or abstracts—or request that they be sent to you.
- **Communication:** Send and receive messages to and from anywhere in the world at a fraction of the cost of telephone charges. (Cyn D. Fisher and Ben Shaw in Australia would love to hear from you.)

• **Education:** The service to which I subscribe has member forums, established to facilitate communication among people with similar interests (Marketing, Entrepreneur/Small Business, Travel, Sports, etc.). Well, if you're not sold yet, I have one more "bene" for you . . .

• **ELECTRONIC MALL!** Alone worth the monthly service charge of \$8.95, I have shopped the electronic mall and purchased athletic shoes, perfume, and pantyhose at much reduced prices.

IT'S EASY, HERE'S HOW:

ASSUMPTION: That you have a computer and know how to turn it on. [If you do not, don't let that stop you. You'll need one for the 21st century—and by now they are EASY to use.]

There are several computer information services, such as Compuserve (the one I use), Prodigy, and America On Line. Our university-based colleagues are on the Internet, and we can access the Internet's e-mail from one of these services. The Internet is the largest global network, used primarily by universities, other research institutions, and government agencies. You can subscribe directly to the Internet, but the cost is higher—approximately \$30/month as opposed to \$8.95 for Compuserve, which itself is a very large world-wide network. Please understand that I am NOT a technically sophisticated user. But that's why I'm writing this memo to you. You don't have to be. It's easy, and there is plenty of good help both on-line and by phone when you want to explore new capabilities once you are on line.

Note: If you are in a corporation and have something akin to "Profs," ask for Information Systems representative to show you how to access the Internet. Otherwise, purchase one of the software packages described above.

OK, follow these steps:

1. Take your computer to a computer store that services computers and have a "fax modem" installed [cost is less than \$200]. If you travel a lot, you may want the fax modem in your laptop. That's where I have mine. When you get your computer back, you'll notice two telephone jacks in it, and you will have been given a long telephone-type wire with plugs at either end. Use it to connect your computer to your telephone jack—or you can connect it through your fax machine if your fax machine has a dedicated phone line. In the latter case, run the new phone wire from your computer jack into the telephone jack on your wall. Run the other wire (the one that currently connects your fax machine to the wall jack) from the "telephone line" jack in your fax machine to the other jack in your computer.
2. From a computer software store, buy the software (i.e., Prodigy, America on Line, or Compuserve, etc.). Be sure to get the appropriate version for your computer—Windows or DOS or Mac. The clerk will

help you. [Cost = \$20 to \$25]

3. **Follow the instructions** that are included with your software. For CompuServe (Windows), it's this easy:

- a. Turn on your computer.
- b. Make sure you are running Windows, **Insert Disk #1**. Choose **Run** from the Program Manager's File Menu, and type **A:SETUP**. Then follow the instructions on your computer screen. The instructions will tell you when to **insert Disk #2**.

THAT'S IT! Now all you need to do is access CompuServe and join:

- c. (If you have Windows) Double click the WinCIM icon in the CompuServe Program Group window.
- d. Chose **Copy the Signup Files** during installation, and select **Yes** when you are asked whether you want to sign up now. Then just follow the instructions that appear on your computer screen.

You'll be given a temporary User ID and password and will receive your permanent ones in the (U.S.) mail.

Included in your software package is a "Quick Start Guide" booklet that will give you step-by-step instructions for sending and receiving messages. There is a Member Directory on line.

The cost is \$8.95 per month after the first month, which is free. For the monthly charge you can access any of the CompuServe's basic services [member e-mail, news, reference library, financial information, travel, member support services, e-mail, games]. For an additional hourly line charge, you can access extended services (such as the Internet), and for a line charge plus a surcharge there are "premium" services such as support forums. The charges for accessing the Internet's e-mail system are minimal.

I look forward to seeing you in "Cyberspace," and I want to be able to tell the Executive Committee that PRACTITIONERS ARE ON-LINE and ready for communication.

My CompuServe address: 74123,1354

Internet address: 74123.1354@COMPUSERVE.COM

Let me know when you're on line.



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An Evaluation of Banding Methods in Personnel Selection

Report of the Scientific Affairs Committee

In last year, the Scientific Affairs Committee has been asked to provide reports on two topics, the use of subgroup norming with a variety of tests and the use of banding procedures in personnel selection. These reports were designed to summarize current research on these two issues, and to provide input to the EEOC as it develops policies and regulations for enforcing the Civil Rights Act of 1991. Our report on subgroup norming was published in *TIP* (Vol. 31, No. 2, pp. 44-49) and forwarded to APA and the EEOC. The current report examined banding procedures, and it will also be forwarded to the EEOC and APA. We hope that both of these reports will help members of the Society, organizations, and regulatory agencies in understanding these critical issues and in developing well-informed policies and regulations.

Banding

Tests and assessment methods are never perfectly reliable, which means that small differences in test scores do not necessarily indicate real differences in the abilities, skills, or other constructs a test is designed to measure. A number of banding procedures have been developed in recent years that incorporate information about the unreliability and imprecision of test scores into personnel selection decisions (Cascio, Outtz, Zedeck & Goldstein, 1991). In general, these procedures identify a range of test scores (referred to throughout as a band) that are treated as statistically indistinguishable, and use factors other than test scores to rank-order individuals whose scores fall within this band for selection.

This report examines the rationale, methods, and implications of banding procedures in personnel selection. On the basis of our review of existing research (for recent discussions and critiques of banding, see Cascio et al, 1991, Murphy, 1993, Sackett & Roth, 1991, and Schmidt, 1991), our committee reached several conclusions. Before outlining these conclusions, however, it is important to define banding procedures in personnel selection, and to briefly discuss the typical goals of banding.

Definition of Banding

Banding involves defining a range of test scores that are treated as statistically equivalent. The width of a test score band depends on three variables: (1) the reliability of the test, (2) the standard deviation of the test and (3) the desired level of confidence in assessments that test scores do or do not differ. For example, a range of test scores can be defined in which the score at the top of the band is not statistically different (with a 95% level of

confidence) from the score at the bottom of the band by multiplying the standard error of the difference (SED) between two test scores ($SED = SD \times ((1-r_{XX})^{1/2}) \times 1.414$) by the constant 1.96. A test with a reliability of .80 and a standard deviation of 15.0 will yield a test score band of 9.47, indicating that a pair of test scores must be at least 9.47 points apart to conclude with 95% confidence that they truly differ.

In its most general form, banding represents an extension of procedures that are normally employed when dealing with tied scores on selection tests. If two or more applicants have exactly the same score, they must be rank-ordered for selection on some basis other than test scores. Banding involves defining a range of scores that will be treated as if they were ties; the width of this range is determined primarily by the measurement precision (i.e. reliability, standard error of measurement) of the test.

Once a band has been defined, it is necessary to devise procedures for ranking individuals within the band for selection. For example, Sackett and Roth (1991) describe seven variations on procedures for selecting from within a band, depending on whether within-band selection is random or systematic, on whether there is preference for selecting members of specific groups (e.g. minority preference systems), and on whether bands are defined as fixed or sliding. In fixed band systems, a range of test scores is established (e.g., scores of 90-100 might be treated as essentially equal), and individuals are selected from that band until it is depleted. In sliding-band systems, bands are set with reference to the highest observed score (e.g., if the highest score achieved was 94, a band might be set from 94 to 84), and a new band is established whenever that individual is hired or eliminated from the applicant pool (e.g., if the next highest score is 92, the band will now extend from 92 to 82).

The Goals of Banding

Although there is no necessary link between banding and equal employment opportunity, virtually every discussion of banding published in recent years has been set in the context of reducing the adverse impact of selection tests. It is well known that different racial and ethnic groups typically receive different mean scores on the types of tests used in personnel selection and in academic selection (Gottfredson, 1986, 1988; Hartigan & Wigdor, 1989; Schmidt, 1988; it is important, however, to keep in mind that test score distributions of all of these groups overlap considerably). As a consequence, if selection is done strictly on the basis of test scores, members of several minority groups (e.g., blacks and Hispanics) will receive proportionally fewer job offers than whites and members of some other groups. Banding has been suggested as one method for reducing the adverse impact of selection tests, and there is evidence that some banding methods can indeed achieve this goal (Cascio et al, 1991; Sackett & Roth, 1991).

The use of banding as a strategy for reducing the adverse impact of selection tests takes on increased importance given the fact that a number of

other strategies for achieving this goal are difficult to implement under current state and federal law. In particular, the Civil Rights Act of 1991 forbids the use of both quotas (except where court-ordered to correct past acts of discrimination) and test score adjustment strategies [e.g., such as the use of separate norms for separate racial and ethnic groups (Scientific Affairs Committee, 1993)] as means of increasing employment opportunities for members of specific groups. In contrast, banding strategies have to date survived legal scrutiny, up to the Supreme Court (*Officers for Justice v. Civil Service Commission*, 1992), and are likely to be considered in a number of settings where the use of employment tests leads or contributes to the under-selection of members of specific protected groups.

Conclusions

Our review of the available research led to seven specific and one overall conclusion regarding banding. They are:

1. The basic premise behind banding is consistent with psychometric theory. Small differences in test scores might reasonably be due to measurement error, and a case can be made on the basis of classical measurement theory for a selection system that ignores such small differences, or at least does not allow small differences in test scores to trump all other considerations in ranking individuals for hiring (see Cascio et al., 1991, for a description of the psychometric rationale for banding). Banding strategies represent specific applications of a general principle that is well-accepted in the measurement community—i.e. that the way in which tests are scored and used should in some way reflect the measurement precision of the test. The details of specific banding procedures may be the source of important controversy, and specific banding strategies might be judged to be unacceptable in specific circumstances, but the most general principle that small differences in test scores might in some cases be treated as unimportant is neither unique nor controversial.

2. Banding generally entails some cost. Regardless of bandwidth, any departure from top-down selection (i.e. selecting solely on the basis of observed test scores) entails some loss in utility, as defined in the traditional regression framework (e.g. Brogden-Cronbach-Gleser utility models). Because predicted performance is in almost all cases a linear function of the test score, selecting individuals strictly on the basis of observed scores (even when specific pairs or sets of scores might not differ statistically) yields the highest predicted performance. The decision to ignore differences in test scores, even differences small enough plausibly to be the result of chance, always leads to some decrease in the predicted performance of the group selected (assuming that all job offers are accepted. See Murphy, 1986).

The decision to use banding suggests that the benefits outweigh the costs, which might or might not be a reasonable assessment, depending on the benefits achieved, the extent of those benefits, the predicted performance loss,

and the value assigned to losses and benefits. Explicit consideration of the benefits and losses is essential, but has rarely been presented in research on banding (Cascio et al., 1991, is an exception).

3. Banding may involve an incompletely articulated system for weighting considerations other than test scores in making selection decisions. In all banding systems, individuals within a test score band are rank-ordered for selection on some basis other than test scores (e.g. race or ethnicity, assessments of relevant skills or experiences). This implies that these additional ranking criteria are either relevant to predicting performance (e.g. assessments of experience) or valued in their own right (e.g. gender, ethnicity). However, the weight assigned to these additional criteria varies through the selection process (e.g. these criteria have no relevance for comparisons across the boundaries of a band), and these weights are rarely articulated. For example, suppose that a test score band is five points wide, and further, that members of specific minority groups are always given preference when selecting from within a band. This selection system implies that racial/ethnic identity has a value that is equivalent to a maximum of five test points, which may or may not represent the values actually held or aspired to by the organization.

If several attributes of applicants are judged to be relevant in selection, there are several reasons to prefer weighting systems that are both explicit and consistent. For example, if both high test scores and diversity are judged to be relevant or desirable, they can easily be grouped together into a weighted linear composite (e.g., via multiple regression). The advantage of an explicit system for weighing such considerations is that it makes clear exactly what role considerations such as ethnic diversity might play in selection decisions, and makes it possible to apply the same policy in making decisions about all applicants.

4. The method of selecting individuals from within a band can have a critical impact on the outcomes of banding. Cascio et al. (1991) and Sackett and Roth (1991) review a number of plausible methods for selecting individuals from within either fixed or sliding bands. Their studies clearly show that when the goal of banding is to reduce the adverse impact of selection tests, minority preference is a critical component of the overall selection strategy. That is, banding reduces the adverse impact of selection tests only when there is some systematic preference given to members of minority groups when ranking individuals within a band. Without systematic minority preference, the effects of banding on adverse impact are small (Sackett & Roth, 1991).

The debate surrounding the Civil Rights Act of 1991 suggests that systematic preference for members of specific racial or ethnic groups in selection is controversial, and might form a basis for future challenges to banding systems. The logic of banding suggests that minority preference is applied only when test scores are essentially equal. The legal debates over

minority preference systems have not, for the most part, considered the case where scores are either literally tied, or essentially tied, and it is not clear how this aspect of banding may affect the debate over minority preference.

5. The effects of banding are greatest near the effective cut score and lowest for applicants with scores substantially higher or lower than this score. The effects of banding are not uniform. Like all other cut-score procedures, banding has its greatest effect on selection outcomes for individuals whose scores fall near the effective cut score (i.e. the lowest test score among those hired or offered jobs). Individuals with scores substantially higher than this cut score will be hired, virtually regardless of the banding strategy used. Similarly, applicants with scores substantially lower than this cut score will be passed over, virtually regardless of the banding strategy used.

The position of the effective cut score depends primarily on the selection ratio. As a result, banding affects higher-scoring individuals when the selection ratio is low and affects lower-scoring individuals when the selection ratio is high. The implication is that a precise understanding of the effects of banding will depend substantially on the ratio of applicants to jobs; applications of the same banding approach in two situations that are characterized by different selection ratio may yield substantially different results.

6. Band width will be evaluated differently, depending on the test user's goals. Depending on the test user's perspective, wide test score bands might be viewed as either a problem or an opportunity. If the test user's primary goal is to maximize employment opportunities for members of lower-scoring groups (i.e., to reduce adverse impact), wide bands are likely to be preferable to narrow bands. Wide bands are most likely to include members of the lower-scoring group, and therefore give the test user more latitude in selecting members of these groups. If the test user's primary goal is to maximize economic utility, narrow bands are likely to be preferable to wide bands. If bands are very narrow, selection under banding will tend to resemble top-down selection, which yields the highest predicted utility.

Once the desired width of the band has been determined, it is important to consider strategies for obtaining bands that are as wide or narrow as the test user desires. There are two ways to control the width of test score bands. First, test users can select tests that yield the desired band. A highly reliable test will yield a very narrow band, whereas a test with lower reliability will yield a wider band. Second, test users can choose confidence levels that produce the desired band width. Bands that reflect a 99% level of confidence that scores differ will be 31% larger than bands reflecting a 95% level of confidence (i.e. they are 2.58 vs. 1.96 SED units wide); bands that reflect a 90% level of confidence will be only 81% as large as bands reflecting a 95% level of confidence. Test users who hope to reduce adverse impact will prefer more stringent confidence levels (e.g., 99% rather than 95%), whereas test users

who hope to maximize predicted utility will prefer less stringent confidence levels (e.g., 90% rather than 95%).

The two strategies for controlling band width have very different implications. Users who select one test rather than another in an effort to achieve the desired band width might unnecessarily sacrifice reliability, validity and/or utility to achieve wide or narrow bands. It is clearly better to control band width by choosing an appropriate confidence level, because this strategy allows one to use the best available test and still obtain bands with the desired width.

7. There are important technical issues that are not adequately addressed in current banding research. Notably, there is evidence that errors of measurement and errors of prediction are not uniform, but rather are larger near the tails of a test score distribution than near the center. Some of these problems might be addressed by re-framing banding in terms of test information functions (Hulin, Drasgow & Parsons, 1983), rather than in terms of classical measures of test reliability, but to date there have been few meaningful links drawn between banding strategies and approaches to measurement suggested by Item Response Theory. This limited utilization of current psychometric theory and research is not unique to banding, but rather characterizes the overwhelming bulk of personnel selection research and practice. The lag between personnel selection research (including research on banding) and current psychometric research is unfortunate; modern measurement theory holds the promise of resolving many of the technical problems faced by personnel selection researchers.

In considering the technical problems encountered in the application of banding, it is useful to note that some familiar forms of test scoring represent *de facto* types of banding. The most obvious example is the use of stanines, where test scores are aggregated into nine ordered categories, based on a fixed distribution scheme (unlike banding, the width of stanine categories is not related to the reliability or precision of the test). Stanine scoring achieves much the same result as banding (except for those near the upper bound of each stanine) by ignoring differences in test scores within the stanine band. Any form of test scoring which aggregates raw scores into ordered categories will share some of the characteristics of banding, although in most cases, the width of the category is not directly related to the reliability or variability of observed test scores.

Overall Conclusion

There is a legitimate scientific justification for the position that small differences in tests scores might not imply meaningful differences in either the construct measured by the test or in future job performance. However, the fact that the central premise of banding appears reasonable does not imply that specific banding strategies are necessarily acceptable or scientifically justifiable in specific circumstances. The evaluation of specific banding

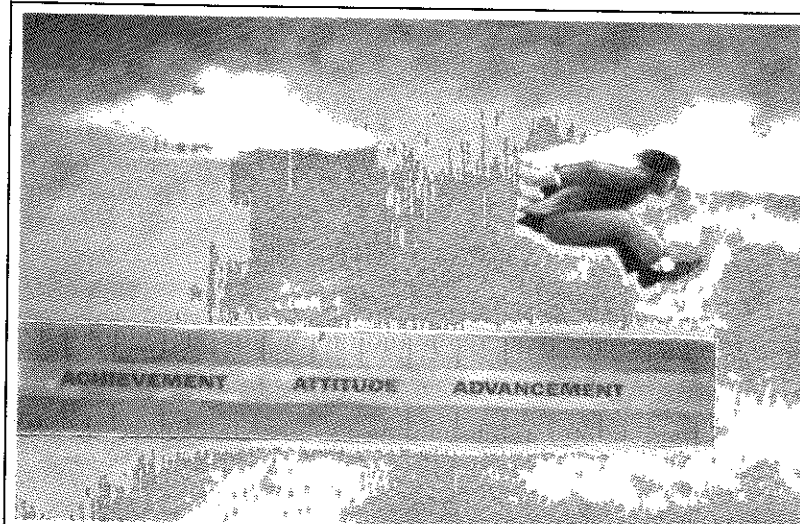
strategies depends in part on the objectives pursued by test users. In general, research on banding systems highlights a number of issues that must be considered in evaluating specific strategies, but does not necessarily resolve policy debates that surround banding. For example, research shows that banding can be expected to lead to some loss in economic utility, that it might lead to poorly articulated and inconsistent systems for weighing considerations other than differences in test score, that it might not accomplish its principal goal without incorporating some system for preferring members of some groups over members of others, and that it does not fully incorporate modern developments on measurement theory. These are all important issues, but none of them necessarily represents an insurmountable obstacle to the use of banding in a specific setting. The decision to use or reject banding in specific circumstances requires a careful evaluation of the costs and benefits of either ignoring or paying attention to small differences in applicants' test scores.

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SIOP Task Force On Ethnic Minority Participation

Loriann Roberson

Last year the SIOP Task Force on Ethnic Minority Participation came up with a set of recommendations regarding ways to increase the participation of minorities in the Society and to help the Society become more responsive to minority needs. This past year the members of the Task Force: Al Davis, Brian Davis, Margaret Diddams, Bernardo Ferdman, Darryl Harvey, Michael Hein, Ray Hensen, Roy Johnson, Jack Kennedy, Brian Lohar, Wayne McCullough, Elna Moore, Maria Park, Juan Sanchez, Siroon Shahinian, and Gene Stone-Romero worked with SIOP's standing committees (e.g., the Membership committee, the Education and Training committee, the Fellowship committee, the Program committee, and the Committee on Committees) on implementing the recommendations and making additional suggestions to the committees on how they can increase their responsiveness to ethnic minorities.

The results of this year's work were presented and discussed during an open forum at the recent SIOP Conference in Nashville and to the SIOP Executive Committee at their meeting following the conference. Task force members continued to express concern with the low numbers of non-whites who are members of SIOP and the low rates of participation on SIOP committees and on the Conference program. In addition, several task force members, as well as attendees at the forum, raised new concerns that were not yet addressed by the task force. It was felt that in addition to recruitment of new members and graduate students, the task force should also focus on fostering a supportive environment among current members and graduate students. As a result of these discussions, we formed a new set of recommendations for the task force to pursue during the coming year:

1. Continue current efforts towards developing a brochure and video for recruiting undergraduates into I/O Psychology. Task force members presented information that suggests this may be accomplished with the help of APA.
2. Actively solicit participation from minority members on SIOP committees. The SIOP Committee chairs will be sending letters to those members of SIOP who identified themselves as non-white on the recent membership survey; asking them of their interest in the various committees and asking them to participate. Those members not contacted by letter are encouraged to use the self nomination forms published in **TIP**.
3. Conduct a survey among minority SIOP members to address the following issues: satisfaction with SIOP and needs the society is or is not meeting; topics for inclusion in conference programs; research

interests; areas of expertise; and interest in mentoring or in being mentored.

4. The data gathered from the survey will be used to: create a directory of SIOP minority members; identify key areas of concern; and develop a plan of action to address SIOP's minority members' expectations.
5. Have SIOP sponsor a breakfast or reception for all minority members at the next Conference. This would be similar to the "New member reception" at the recent convention, where executive committee members would attend and give information on how to become more involved with the society.
6. Actively solicit and develop program proposals for upcoming SIOP conferences.

During the next few months, the task force will re-organize so it can handle its new and continuing assignments. We will be adding new members to the task force, and are looking for volunteers to help with our work. If you are interested in helping the task force, please call **Loriann Roberson at (602) 965-7571; e-mail: IDLXR@ASUACAD.**

Interested in Serving on a SIOP Committee?

You can self-nominate at any time.
See prior issues of **TIP** for self-nomination
forms, or contact:

Angelo DeNisi
Institute of Management and Labor Relations
Rutgers University
Rockafeller Road, Livingston Campus
New Brunswick, NJ 08903

Executive Committee Highlights

April 10-11, 1994

Nancy T. Tippins, Secretary

The Executive Committee of SIOP held its Spring Meeting, April 10-11, 1994 following our annual conference at the Opryland Hotel in Nashville, TN. A summary of the important decisions made at this meeting are listed below. If you have comments or questions, feel free to contact a member of the Executive Committee or the committee chair. All are listed on the inside cover of **TIP**.

Sally Hartmann, the Vice Chair of the Continuing Education and Workshop Committee, has been assigned a project to assess the continuing education needs of SIOP's membership beyond workshops at the annual conference. One option being explored is the possibility of local SIOP chapters sponsoring continuing education activities since many state licensing laws require substantial amounts of continuing education.

Because of substantial overlap in responsibilities, the Long Range Planning Committee has recommended combining the External Affairs Committee and Professional Affairs Committees into a new committee, the Committee on Professional Practice. Under the current proposal, the new committee would have five subcommittees: the Environmental Scanning Subcommittee, the Ethical Affairs Subcommittee, the Public Affairs Subcommittee, the Professional Association Affairs Subcommittee, and the International Affairs Subcommittee. These proposed changes will require a bylaw change with a vote by the SIOP membership. If you have thoughts or reactions to this initiative, please let the Executive Committee know.

A motion was passed to accept the report on banding written by the Scientific Affairs Committee as an "official SIOP report." The report is an attempt to inform the psychological community about the issue of banding and attempts to state what banding is and is not. The report does not represent the official position of SIOP. The report is published in this issue of **TIP**. A copy of the report has been requested by the EEOC.

The Education and Training Committee's Subcommittee on Internships in I/O Psychology has completed its report; it will be published in **TIP**.

SIOP has given the South African I/O group permission to use our *Principles* as part of their own guidelines. The I/O psychological group had taken an anti-apartheid stand and sought affiliation with SIOP. Wayne Cascio and Wally Borman will work to determine what kind of affiliation with this group is appropriate for SIOP.

The call for nominations and entries for the 1995 awards of SIOP was published in the April **TIP**. Submissions are due to Joan Brannick, Chair of the Awards Committee by September 15, 1994. The deadline for submission of nominations for fellowship is November 15, 1994. Submissions go to Dick Jeanneret, Chair of the Fellowship Committee.

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

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

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

Practice Network

Thomas G. Baker
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Practice Network has been providing a forum for the discussion of practitioner issues and opinions for four years. Come, join the fray! Freedom of expression lives in the pages of *Practice Network*. I am always available to speak with you at (303) 530-8143.

Taking Personality Personally

Bob Hogan (Dept. of Psychology, University of Tulsa) is interested—"to the point of being a nut on the subject"—in the problem of leadership and its intense interplay with personality. "Leadership is the most important problem in psychology and social history," Bob says. "Why? Because the future of the republic depends on it."

He is concerned the field of I/O is devoted to methodological purity and incidental issues secondary or unrelated to leadership. "If you take leadership seriously you have to take personality seriously," he remarks, but I/O is deeply concerned with the study of behavioral outputs, rather than their underlying meaning, so that our field has become cloaked in a behavioral shroud and the "poets of Harvard Business School are stealing the show" on leadership.

Graduate student dissertations, which have to be expressed in a 2x2 table, are begrudgingly granted for cutting edge, innovative research. Many of our leading consulting firms, who do a bang up job on assessments, have to really reach and invent models to address the questions of leadership or organizational effectiveness asked of them by their clients.

"People talk about leadership, they just don't talk to us," Bob laments. Instead they get the gospel from Covey (whose approach Bob characterizes as "I/O psychology by Disney") or a million other people, very few of whom happen to come from the field of I/O psychology. (TB: One once recent contribution I/O has made to the bestsellers list is Byham's *Zapp*. Is a fairy tale as solid a contribution that we are able to muster?) Bob Hogan feels that "as a discipline, we can't articulate what it is we do. Look at the history of psychology, it wanders about all over the place. I/O has inherited a lack of professional identity that is a part of psychology in general."

Bob hopes our field returns to the study of human nature. We know the issues—motivation, teamwork, satisfaction—but we insist on only dealing with the behavioral sides of these issues. "The unintended consequences of behaviorism is to make us ignore personality," Bob says. Another possible distraction—humanism—is also fraught with disappointment. An organization

does *not* exist to serve the needs of individuals within it. This may sound nice, but this is not the *raison d'être* of organizations. "The unintended consequence of humanism is to have us ignore organizational effectiveness," Bob says.

Any good definition of leadership includes having a vision for the future, setting an actionable agenda and persuading others to attain its worthwhile outcomes. Bob feels that the problem with current studies of leadership are "that we have defined leadership in terms of who is at the top . . . that's not leadership, that's politics. The question becomes, 'How do you rise to the top of the phone company?' Not by shaking things up but by playing the game. Our study of leadership is really the study of the successful organizational politician." Bob is very excited at the approach **Clayton Foushee** has taken at the FAA in which he compares objective criteria of cockpit performance to the personality profiles of their leader, the pilot. He would like to see more controlled studies of leadership take place along these lines.

There are three 'articles of faith' Bob urges researchers to adopt: (1) Agree that people count "in a causal sense." It was Nixon who screwed up his presidency. It was Hitler that led his country down a criminal path. It was not the zeitgeist of the moment which just happened to be filled by these two rogues—these individuals did it because of who they were; (2) seriously investigate the 'person variables' which drive human behavior; and (3) share, debate, disagree and publicize these findings in public forums to help sharpen and refine the results.

Bob Hogan is especially pleased with the work he sees being carried out by **Mark Schmidt** who is on his way to Motowidlo's group at the University of Florida in Gainesville. He is also impressed with work being conducted at the FAA under the leadership of Clayton Foushee. Bob considers Jon Bentz, retired former head of Sears personnel research division, "one of the best natural researchers in the history of the field," and feels **Barry Staw** at Berkeley's business school continues to build off research he published in this area 10 years ago.¹ He also feels a kinship in the study of leadership with **Kevin Murphy** and **Marv Dunnette**. This is not to mention his favorite researcher, **Joyce Hogan**.

Over the past two years, the Hogans have conducted an intensive study of executive derailment. Based on their work, Bob draws there important conclusions: (1) The base rate of managerial incompetence is somewhere in the neighborhood of 60%, as corroborated by **David DeVries** at CCL; (2) good and bad leaders have excellent social skills. Their flaws are masked by this attribute (assessment center users beware); and (3) many failed leaders have an underlying flaw that can be identified in terms of DSM-III R categories. Building this taxonomy is keeping Bob and Joyce busy for now.

Bob is keenly interested in the study of human nature through the understanding of personality. He is devoted to helping direct others in addressing critical research in this area. Before you call him though, take a

weekend to read *The Psychology of Military Incompetence* by Dixon.² This book will hammer home the significance of leadership and why it matters when it goes awry.

Thanks Bob for chatting with Practice Network!

ADA Update

As of July 26, 1994 the ADA's coverage applies to businesses with 15 or more employees. Since enactment, the Act has covered about 264,000 employers with 25 or more employees. Now an additional 666,000 businesses will be covered!

Nationally, a total of 17,335 ADA Title I charges were filed with the EEOC through October 1993. States reporting the most ADA charges are: Texas (1,732), Florida (1,272), and California (1,116).

Thanks to **David Arnold** for keeping track of such things. Someone's got to do it.

A Day In the Life: Consulting in the RW, Part II

Recipe for a successful solo I/O practice: Mix one cup of I/O psychology, one cup of marketing and self-promotion and one cup of business acumen. Stir together and bake for three years.

Inspired by April's column by **Kurt Kraiger** ("Consulting in the Real World") and concerned by the naiveté of many folks met at the Tennessee Conference, **Jed Friend** (Friend & Walker, Inc.) shares his views of what it takes to survive as an I/O practitioner.

Jed is full of good advice, tips and techniques for the solo practitioner. He offered *so many* good ideas that it may be easier to run them down in a list.

1. One great way to generate business is to get on a non-profit board. Your fellow board members are, in most cases, key executive for area companies. This is an ideal networking tool.
2. Do 'pro bono' work for a local high profile group. Jed will be assisting in the selection of the United Way president for Tampa. Whom do you think the other board members will think of first, when they face their own executive selection decision?
3. Jed comments, "As my dad used to say, 'Start at the top and go up.' " Once you get a client, get to know as many of the senior people as you can. Network within your existing client base.
4. "I don't think there is a way to be successful by running an I/O business out of your house," Jed feels, "You have to be in an office in a professional building."
5. Hire the right assistant, and be a "damn good delegator" to that

person. Jed keys on finding clerical help with a background in accounting and bookkeeping, skilled in using a computer. They can always be trained to handle phone and receptionist duties.

6. Jed feels very strongly in the need to manage the 'business' end of his operation through a continuous monitoring of his P & L statement and examination of his client base. Get a grip on your profit and loss, taxes, tangible assets, accounts receivable and cash flow.
7. If you are an academician with a consulting business on the side, learn to price your services appropriately. With a minimum of overhead and plenty of assistant researchers at the ready, academic consultants woefully underprice their services, making things difficult for the non-academic consultant.
8. Start a new business with at least two or three clients. To build a new consulting practice, you must have the wherewithal to withstand a lean period of as much as three years. "Taking over an existing practice is the best way to jump start a consulting practice," Jed comments.

Like most I/O consultants, Jed finds his business leads him through peaks and valleys, to feast from famine. As **Rich Arvey** has recommended, a successful consultant will choose his work carefully and balance that thin line between overcommitting and not serving customer needs.

"SIOP conferences are an opportunity for me to evaluate what I am doing and to see if I am on the right track," Jed says, adding that he rarely gets clients from fellow I/O practitioners. "It's Darwinian theory at its best," Jed emphasizes, "the best advertising you will ever get is from word-of-mouth . . . but this is new to a lot of us, because we are not taught to market ourselves in graduate school."

"The key to a successful small practice," Jed offers, "is to do one or two things and do them well . . . be either an 'I' or an 'O' psychologist." Focus your business and focus your time. Market yourself creatively and study your business results.

Jed has a really great idea for a new journal! He has entitled it JRAP, the *Journal of Really Applied Psychology*. To discuss this idea or any other subject, call Jed Friend at (813) 289-8860.

HAIOP Does It Again

Houston Area I/O Psychologists (HAIOP) have been recognized as a formal provider of Continuing Education programs by the Texas State Board of Examiners of Psychologists.

By golly, you go to a HAIOP and you get one hour of continuing education! Texas board-certified psychologists needs 12 hours of c.e. a year. Contact HAIOP via **Eric Brown**, Treasurer at (713) 729-7704 or **Basia Sloboda**, Newsletter Editor at (713) 667-1893.

Give Me A Bud . . . Nyet?

Practice Network enjoyed a recent conversation with **David E. Smith** (Anheuser-Busch Companies, Inc.) and **Bob McIntyre** (Old Dominion University) about their 1993 trip to Russia and Latvia. Don't let me forget to mention the vodka in the tuna fish can!

Dave led this delegation of 17 HR professionals on this journey to Moscow and St. Petersburg, Russia and Riga, Latvia. He was joined by Bob, and other delegates representing American beverage, insurance and electrical supply industries, and members of the Kuwait petrol and Switzerland airline industries. Bob felt that "the diversity of the delegation itself was a strength of the program by helping us deal with the diversity we encountered."

This is the second such trip to Dave and the first for Bob as members of a Citizen Ambassador Program set up by People to People International, a non-profit group which sponsors delegations in a wide variety of disciplines to numerous international destinations.

In Moscow they met with the Russian Ministry of Labor and the head of a commonwealth labor union. In city tours, they regularly met with the local ministers of labor and factory managers and business education professionals. Sometimes these relationships ran around in circles, for instance when they met the President of a free trade union who was married to the President of a brewery whom they had previously met.

Most industrial companies in Russia are owned by the central government. The former Soviet countries are attempting to 'privatize' these companies by selling them to interested entrepreneurs. Dave says, "The topic they wanted to discuss was how to deal with the psychology of the worker," as they shift from an 'entitlement society' towards one driven by free market economics. "They were struggling with some very basic issues, such as getting people to show up for work, as well as how to get them to become productive," Bob adds.

Additionally, when meeting with an American expatriate at a cigarette factory in St. Petersburg, the delegation discovered how difficult it is to begin the most basic of compensation and performance appraisal systems. Compensation is particularly tricky because of rampant inflation, necessitating almost monthly cost-of-living adjustments!

Bob summarized his major lesson as, "When we go to another society, we should go with open ears, ready to learn, not ready to fix things. We need to understand problems first, instead of going as 'saviors'." If your company is going to joint venture in a foreign land, Dave strongly advises you to partner with folks familiar with the local culture.

Bob found that he needed a more open, systems focus. "It's not that the HR department in a cigarette factory is having a hard time, it's that the entire economy doesn't support factories! . . . if we are really interested in solving

problems we should use multi-disciplinary teams composed of I/O professionals along with sociologists, economists and others."

If you have more interest in becoming a part of a Citizen Ambassador Program, Dave and Bob encourage you to contact People to People International in Kansas City, MO at (816) 531-4701.

If you want more details on drinking vodka from a tuna fish can and (subsequently) demonstrating the tango on a boat in the bay off St. Petersburg, contact Dave or Bob directly. *Practice Network* promised to keep "who-dun-it" a secret.

Innovations Seeks Manuscripts about Practice

Personnel Psychology is launching a new section of the journal focused on practice. Here is an opportunity for science-practitioners to bring important innovations in practice to the pages of our journals. *Innovations in Research-Based Practice* aims to publish important articles that will raise the level of practice in the field and stimulate interesting field research. Send your best work to share with other practitioners.

This new section will include brief reports of innovative ideas for the practice of applied psychology including hands-on implementation experiences, examples of practical issues confronted in applying research, applications of ideas and theories, and keys for improved research-based practice. For a detailed description and examples of the new format, see *Personnel Psychology*, Volume 46 (Autumn, 1993) pages 687-699. Send your manuscripts to **Richard J. Campbell**, Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300. Give Richard a call at (910) 288-7210.

Help Wanted

Ron Morgan and **Jack Smith** are writing a book for the American Society for Quality Control (ASQC) designed to assist organizations in the recruitment, selection and promotion of quality-oriented employees. The authors are actively seeking input into this project.

In particular they are seeking examples of: job analyses (KSAPs) of the quality-related dimensions of jobs; validation or utility studies of tests used to select and promote quality-oriented employees; exercises used to measure team and group problem solving skills; assessment devices used to measure knowledge and application of quality tools and processes; and, the application of quality tools, such as benchmarking or re-engineering, to improve the staffing function. Also, please consider listing yourself or your organization in a network of practitioners interested in staffing for quality, to be included in the book.

If you can help out, or if you have any questions, please contact Ron at (810) 348-9386 or Jack at (810) 443-0740.

360 Degree Feedback is Hot

Practice Network caught up with David W. Bracken (Personnel Decisions, Inc.) after his METRO workshop entitled "360 Degree feedback: Why it works, why it doesn't."

On the many lectures David has given on this subject, he summarized the current state of the 360 degree business with four succinct observations:

1. We don't know much about 360 degree feedback. As this topic takes off, the danger is that anecdotes will be substituted for fact if there is no research basis. Some of the currently unreplicated accounts David is aware of include the effects of: number of raters in a group, method of distributing the surveys to the rating group as well as the medium used (telephone, p&p, etc.), response scale and the race of the raters. (Hello out there academics . . . wanna score points with your fellow practitioners!?)
2. Cast not the first stone. As psychologists we often inflict things upon people without experiencing them personally. "Until you've gone through 360 degree feedback you don't now how powerful it can be," David comments. Plus, it wouldn't hurt some of us to get some developmental feedback ourselves!
3. It's nice to be wanted. David and others are fielding many requests from management on the use of 360 degree feedback instruments for appraisal and development purposes. It is tempting to succumb to the glamour of the spotlight but, David warns, no good appraisal or selection system was ever implemented in a month and 360 degree instruments also deserve and require significant development time.
4. Litigation will happen any day now. Because of the plethora of poorly validated 360 degree instruments out there and the paucity of research, David says, "Right now, I'd rather be the plaintiff than the defendant in a case involving 360 degree instruments."

Developing a 360 degree instrument presents certain validation challenges. Naturally, establishing job relevance is critical. Reliability figures are just as important, but somewhat more elusive. Something is strange about the use of interrater correlations for these instruments. Isn't a divergence of opinions the exact reason that various rating sources are used? David also comments that very little exists in the literature establishing test-retest reliability coefficients on 360 degree instruments.

David hears that the U.S. Postal Service is doing a good job of rater training in connection to 360 degree instruments. In the main, rater training is

limited to the written instructions which accompany the surveys. This is not quite world class, readers.

David may have a slight prejudice, given his background with NCS, but he feels strongly about the need to do large volume recording in a quality manner. If you miss or mangle one survey out of 100 during opinion survey research, the show will still go on. But, if you miss someone's personal or supervisor's survey in a 360 degree package, you bet it will be noticed. David "strongly encourages people to use outside processing vendors" in large 360 degree survey efforts.

Just as rater training is often overlooked, David would like to see improvements in the amount of attention given to the feedback portion of 360 degree initiatives. He sorts feedback efforts into three categories: (1) the 'high touch' model where one-on-one feedback is given to participant by a trained coach, (2) the workshop approach where, in small group settings, feedback is given to multiple participants, and (3) the 'low touch' model where results are sent to the participants with an attached workbook assisting in the interpretation.

"One of the biggest needs of participants given 360 degree feedback is simply quiet time to interpret the results," David stresses, and a workshop setting can provide both the time and the coaching opportunity.

Companies thinking of using 360 degree instruments are cautioned to establish consistent practices across the organization and enforcing fairness rules by which these instruments will be used. David emphasizes that policies should be specific as to how the data will be collected and used in all parts of the organization.

David Bracken has an article coming out in this topic in *Training and Development*, probably this September. He has spoken, workshopped and written on this subject for several years now and offers his services as a speaker to your local I/O group. If you are interested, contact David at (612) 337-8289.

Defeat of Rhode Island Bill

The Association of Test Publishers (ATP) reports the defeat of Rhode Island House Bill 8781 which generally sought to prohibit pre-employment tests that ask questions about an applicant's religious, political or sexual activities or beliefs; his or her medical history or bodily functions; or his or her involvement in labor organizing activities.

The bill, introduced to the Rhode Island House Labor Committee on February 16, 1994, was defeated in committee by a vote of 14 to 1 on April 6th. This is the third consecutive year that an initiative of this nature has been defeated.

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Endnotes

- 1 Staw, B. M., & Ross, J. (1985). *Stability in the Midst of Change: A dispositional approach to job attitudes*. *Journal of Applied Psychology*, 70, 469-480.
- 2 Dixon, N. F. (1991). *On The Psychology of Military Incompetence*. London: MacDonald & Company.

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Looking at the I/O-OB Conference from the Inside Out: A Win-Win-Win Situation

Karl E. Brugger
Dale S. Rose
DePaul University

As chairs of the 1994 I/O-OB Graduate Student Conference, we have had unique opportunities to participate in a time-limited volunteer organization. During the planning of the conference and upon reflection after the conference, we have come to see this annual event as a critical component of the I/O and OB world. This article offers a brief description of what the conference is all about, then points out some elements of the conference that may not be evident to the casual observer.

On the weekend of March 4-6, approximately 250 people descended on a downtown Chicago hotel for the 15th Annual I/O-OB Graduate Student Conference. Continuing in the tradition set in past years, 1994's conference boasted a full schedule of top speakers. Keynote addresses were delivered by **Dr. Michael Campion, Dr. Judith Komaki, and Dr. Richard Arvey**. In addition, attendees' schedules were packed with choices from five workshops and two panel discussions on topics ranging from globalism to publishing.

The I/O-OB conference is known for the excellent opportunity it provides for students to sharpen their presentation skills as well as learn about cutting edge research. This year, more than 90 graduate students presented on topics ranging from job analysis to health and safety issues. In addition to the formal presentations, there were opportunities for informal discussion during meals, receptions, and social events, as well as at the hospitality suite.

We had our work cut out for us when it came to social events. Nonetheless, we suspect that some individuals went from keynotes to student presentations to workshops to room service and dissertation editing to presentations to check-out. For those who followed such an exclusively academic schedule (and missed the hospitality suite, the Second City comedy club, the Hancock building, and myriad local watering holes in our social guide) we would like to suggest that you missed an important part of the conference. Namely, we would ask "did you have fun?"

For 15 years, hosts of the I/O-OB conference have structured the conference to maximize the interaction between professional and social opportunities. Without a doubt the conference is a professional event, but it is important to keep in mind that one of the things that makes our profession great is that we actually have fun together. The conference provides a unique opportunity to share ideas and discuss academic topics in a social setting; it

allows us to explore and shape the future of the field rather than simply learning the current trends. It is also one of the first, and perhaps most meaningful, opportunities graduate students have to meet the future of our field in an environment that mixes fun and work. Where else can you talk about the pros and cons of integrity testing, utility analysis and transformational leadership on the ninety-fifth floor over wine?

We do not intend to overstate the "fun" element of the I/O-OB conference. The conference is designed to encourage professional development (Gerstner, Hamill, & Reiber, 1994). We would simply add to Gerstner et al.'s list the opportunity to create a community of graduate students in which debates may range from "tastes great/less filling" to "big five/specific traits."

Another way graduate students can seize a learning opportunity is to host the conference. Although past hosts provide information about what worked for them, success depends on each new host providing adequate person hours, creativity, and resourcefulness. Hosting the conference is a group effort that means starting a volunteer organization from scratch. This is a perfect way to experience much of what we read about in textbooks! In addition to group dynamics and group decision-making, leadership roles, and keeping a large number of extremely busy volunteers motivated, the organization must also be effective in marketing, organizing, booking and editing. Often, the tasks require that individuals learn interesting, useful skills. For example: DePaul graduate students learned how to mount a successful fund-raising campaign, including grant writing and soliciting corporate sponsorship (and sometimes begging on the street corner).

A big part of soliciting corporate sponsorship is explaining the benefits to the potential sponsors. First, sponsors have the opportunity to learn about cutting edge research in the fields of I/O Psychology and Organizational Behavior. Also, sponsors are able to advertise to and recruit from a select group. It is not often that such a highly motivated, highly educated and under-employed group gathers in one spot! In addition to placing attractive advertisements in the bound program, sponsors of the 1994 conference took the opportunity to send representatives to the Friday night reception, the panel discussions, workshops, and a number of other "open" events. Arthur Anderson even had two recruiters spend the morning with students at the breakfast they sponsored.

We see the I/O-OB graduate student conference as a win-win-win situation for the registrants, the business community and the hosts. The registrants get a chance to explore their professional identity in a non-threatening environment, corporate sponsors become educated about the importance of I/O and the hosts have the opportunity to refine their professional skills by operating in a high-speed business environment. We think it is no accident that the I/O-OB conference is a full 6 years older than the SIOP conference. Anyone ever wonder who initiated the SIOP conference? We would put our money on

anyone attending, hosting or sponsoring the I/O-OB conferences between 1980 and 1985. Lacking adequate historical documentation, no data can be offered to support this hypothesis. We would point out that **TIP's** very own **Kurt Kraiger** presented a pivotal piece of research on "cognitive processes in rater bias" at the first 1983 conference in Chicago. Rumor has it that Kurt sided with the "tastes great" group.

We are grateful for the opportunity to have hosted the conference and would encourage other schools to consider hosting in future years. We highly recommend getting involved in the 1995 I/O-OB Graduate Student Conference! It will be held in beautiful Colorado. There will be many opportunities, some more obvious than others. Seize them!

References

- Gerstner, C., Hamill, L.S., Reiber, A. (1994). Gaining the upper-hand: The importance of publications and presentations. *The Industrial-Organizational Psychologist*, 31(3), 119-121.
- Kraiger, K. (1983). *Cognitive processes in performance rating bias*. Paper presented at the I/O-OB Graduate Student Conference, Chicago, Illinois.

Federal Policy Update

Dianne C. Brown, APA Science Directorate

Civil Rights Act of 1991 and Subgroup Norming

Regulatory staff from the Equal Employment Opportunity Commission (EEOC) attended this year's SIOP conference to hear a panel discussion on subgroup norming.¹ Two EEOC staff members obtained special dispensation to attend SIOP's conference, since the panel discussion was so central to the policy guidance they are developing for section 106 of the Civil Rights Act. Section 106 reads as follows:

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

This section is interpreted as prohibiting the use of subgroup norms or within-group scoring procedures and was clearly motivated by the controversy surrounding the Department of Labor's General Aptitude Test Battery

1 Subgroup Norming: An Old Issue in a New Light? Chair: Dianne C. Brown; Panelists: Joyce Hogan, Robin Inwald, Kevin Murphy.

(GATB) and its associated within-group scoring procedures. The procedure, which resulted in reporting percentile scores based on racial/ethnic group, was seen by the Department of Justice in the mid-1980s as reverse discrimination.

Because section 106 also makes reference to sex, employers and psychologists have begun questioning whether the use of personality tests and physical abilities test that rely on separate norms for males and females is legal. In drafting policy guidance or regulations for federal law, they are guided primarily by congressional intent. It soon became apparent to them that section 106 as stated extended beyond the intent, which focused only on subgroup norming for racial, ethnic groups. Part of their task was to educate themselves thoroughly regarding the rationales and uses of within-group scoring, and other forms of score adjustment such as banding, in an effort to develop informed guidance that carries out congressional intent.

EEOC staff reportedly found the panel discussion, as well as a meeting with members of the panel, Paul Sackett, and Walter Borman to be very helpful. Dr. Sackett and Dr. Inwald had previously met with EEOC staff at the APA Science Directorate in 1993. Policy guidance is still pending, but I think industrial psychologists can count this as a success. We not only had them listening, but coming back for more and asking many questions, generally recognizing that we're the ones with the expertise they needed.

I'll keep you posted on whatever they publish. The Science Directorate is distributing a white paper on within-group scoring by Paul Sackett and Steffanie Wilk. There are a limited number available for free. If you would like to receive a single copy, please send a written request with your name & address to:

APA Science Directorate
Sackett Paper
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Psychological Testing Under the Americans with Disabilities Act

In a rare but successful collaboration between the APA Science and Practice Directorates, APA sent a letter to the Equal Employment Opportunity Commission (EEOC) regarding psychological testing under the Americans with Disabilities Act (ADA). EEOC has been developing policy guidance regarding medical examinations and inquiry, which addresses whether or not psychological testing is medical and would therefore have to be conducted after a conditional job offer has been made.

If psychological tests are considered medical, it would dramatically change the way psychological or personality tests are used in screening for public safety positions, such as police officers, nuclear plant workers and airline pilots. Typically, psychological testing is part of the front-end screening process for such positions and is therefore part of the entire package of

information about a job candidate that is considered in selection decision. If considered medical, employers would have to make their selection decisions, extend a conditional job offer, before they could administer any psychological tests. The results of such tests would then be used in essentially a pass/fail manner, rather than in top-down fashion. In anticipation of psychological tests being deemed medical, this has already had the effect of reducing by large numbers the amount of psychological testing that is conducted, since it is only done for individuals who have been offered employment. Obviously, if emotional stability or other traits assessed with psychological and personality tests are critical to job performance, employers are missing valuable information if they are forced to obtain it after the job offer.

The question is on what basis would EEOC determine whether or not any given test is medical? When I first began asking them, the answer focused on what a test was developed to measure. APA's letter to EEOC asserts that the most appropriate way to define tests is by how they are *used*. This recognizes that the same instrument can be used to obtain different kinds of information. For example, in a clinical setting a psychological test can provide information that aids a psychologist in diagnosing mental disorders. In an employment setting, if used appropriately and is job-related, the same test can offer information that aids an employer in determining a candidate's likelihood of success on the job. Supporting the position that tests should be defined according to how they are used are the test standards on validity, Anastasi's discussion of the contextual nature of validity, and legal arguments noting that the EEOC has previously relied on the *use* argument for physical ability tests.

EEOC is expected to issue its policy guidance on medical examinations and inquiry in the near future. APA's letter, signed by Bill Howell, Executive Director for Science and Russ Newman, Executive Director for Practice, was drafted by yours truly, and Elizabeth Cullen in Practice. APA's Committee on Psychological Tests and Assessment (CPTA) reviewed drafts, as did members of SIOP. If you would like a copy of APA's letter, please call **Tiffany Anderson** in the APA Science Directorate at (202) 336-6000 or E-mail **TZT.APA@EMAIL.APA.ORG**.

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REVISION OF THE TESTING STANDARDS

Wayne J. Camara
APA Science Directorate

The revision of the *Standards for Educational and Psychological Testing* is in the initial phase of soliciting input and comments from test publishers, APA divisions, individual members and organizations with expertise and interest in testing and assessment. The *Standards* were first developed by APA in 1955, and since have been a collaboration of APA, the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME). The Joint Committee on the Standards for Educational and Psychological Testing was established a year ago by the three co-developers of the *Standards* are charged with soliciting input from the associations, its divisions and special interest groups, and external organizations with expertise in measurement and assessment. A "Call For Comments" was published in many newsletters and periodicals this winter (see *TIP*, 1/94, p. 129) inviting comments on existing standards and additional areas requiring attention.

At the Society's recent annual conference invited testimony and an open forum with members was held to solicit additional input from SIOP. Areas identified as requiring substantial updating or additional treatment included:

- computer adaptive testing and technology
- equivalence or linkages between tests and test formats
- validity generalizability and transportability
- validity (consequences, utility, construct validity)
- establishment and use of cut scores
- technical information contained in test manuals
- testing persons with disabilities and implications of ADA
- compliance with relevant federal laws
- improved organization of the document
- a definition of a "test" or "assessment"
- item response theory
- assessments that use empirical keying (e.g., biodata)
- physical ability and strength tests

The Joint Committee has contacted a variety of organizations and groups and invited them to assign an "advisor" who would receive minutes from the meetings, information on the revision process, and each draft of the revision. In turn, advisors would be responsible for collecting input for each organization and submitting it to the Committee. Over 120 advisors had been appointed by advocacy groups, test publishers and other internal and external organizations as of May 1st.

The Joint Committee has met twice and is holding an invitational conference in Washington DC on October 7-9, 1994. Robert Linn, Professor at the University of Colorado and co-director of the Center for Research, Evaluation, Standards and Student Testing (CRESST) will give a keynote address on October 7th. Dr. Linn was vice chair of the last Joint Committee which revised the Standards in 1985. The APA Science Directorate is staffing this project.

Master's Matters

Gordon Simerson, Rosemary Lowe, and Bill Siegfried

Master's I/O Training Guidelines Adopted

After two years in development, the Education and Training Committee has completed its work on developing the *Guidelines for Education and Training at the Master's Level in Industrial/Organizational Psychology*. An initial draft was constructed modeled on the doctoral I/O training guidelines and shaped by the 1990 guidelines of the Council of Applied Masters Programs in Psychology (CAMPP) and by job analysis and other data. The Committee then relied on a reiterative review process involving SMEs in academia and industry. This winter, SIOP's Executive Committee adopted the new *Master's Guidelines* and they were unveiled at the annual convention in Nashville. The published 1994 Guidelines will be available shortly from the SIOP Administrative Office.

The *Master's Guidelines*, like their 1985 companion guidelines for doctoral training in I/O, are provided to assist faculty and curriculum planners create or change their programs so that they achieve optimum breadth and quality of I/O training. They may also prove useful in helping faculty secure the university resources they need in order to maintain program quality.

The *Master's Guidelines* are also similar to their companion doctoral guidelines in that they are written as aspirational ideals, not as minimum criteria. Further, the *Guidelines* are constructed around competencies the student should acquire through training, as opposed to specific curricula features and course requirements. Most of the competencies identified in the doctoral guidelines were retained in the *Master's Guidelines*, appropriately adjusted for depth and sophistication, and a few were added or deleted to reflect the job demands of the typical master's level I/O practitioner. These competencies are arranged in categories reflecting their criticality—Core Psychological Domains (consistent with the 1990 CAMPP recommendations), Data Collection and Analysis Skills, Core Industrial/Organizational Domains, and Additional I/O Domains. The *Guidelines* also present several curriculum options to consider as strategies for building these competencies.

Second National Conference on Applied Master's Training in Psychology

The Council of Applied Master's Programs in Psychology (CAMPP) is convening a second national conference to address issues of concern to trainers, employers, and graduates of applied master's programs in psychology. The First National Conference in 1990 came to consensus on standards for outcome (i.e., student competencies) and curriculum in applied master's training and identified several other issues which required further study and discussion, such as appropriate titles for master's practitioners and credentialing for programs and for individuals. The *Master's Guidelines in I/O* mentioned above are the first guidelines to be developed in a specialty are partly in response to the recommendation of the CAMPP Conference that its general guidelines be supplemented by specialty guidelines developed by other groups such as SIOP.

The program for the Second National Conference is organized around the theme, "Master's in Psychology: Action for the Public Interest," and will be held from noon on Friday, September 16, 1994, to noon on Monday, September 19 at hotel facilities in Edmond, OK. Sessions will deal with issues of training, employment, and advocacy for master's graduates with special attention to work environments of the future. The invitation list for the Conference is structured to include trainers, employers, and graduates, as well as representatives or observers from various constituencies. Further information on this important Conference may be obtained from the Conference Coordinator, Dr. Marion Terenzio, Sage Graduate School, Troy, NY 12180, phone (518) 270-2221; or from the Invitation Coordinator, Dr. Mary Ann Gawelek, Lesley College, 29 Everett Street, Cambridge, MA 02138-2790, phone (617) 349-8333.

Northamerican Association of Master's in Psychology Founded

A new organization was founded in September for students and graduates of Master's programs in Psychology. NAMP, as it is known, has been quite busy during its short existence. There is a Legislative Assistance hotline already up and running, staffed by members of the Task Force on Legislation and Licensure. If you are facing a legislative challenge in your state, you can call (405) 341-2980, ext. 5446, for referral to consultants in various states who may be able to help. A task force on Accreditation is working on guidelines and procedures that may be used to help programs. A draft model licensure bill was drafted during a summit meeting in March. Two editions of their newsletter, the *Master's Advocate*, have already been published and the first issue of *The Journal of Psychological Practice* will be published soon.

NAMP will hold its first annual convention in Washington from Saturday, June 25, through 5 p.m. on Sunday, June 26. There will be four separate components of this meeting: lobbying efforts with state and federal legislators, keynote addresses that focus on the future of master's level psychology,

sessions on how to begin state organizations and workshops for mental health practitioners.

The organization includes one I/O psychologist (Bill Siegfried) on its Executive Committee. Its overriding theme is that Master's level psychologists serve the public interest in a variety of arenas, not limited to the mental health area. NAMP hopes to work with state associations of Master's level practitioners to strengthen the presence at all levels. The annual dues are \$36 for charter members and \$24 for student affiliates. Information can be obtained from NAMP, P.O. Box 111, Edmond, OK 73034 or by calling the NAMP office at (405) 341-2980, ext. 5446 or 5664.

Results of External Affairs' Survey of Regional Applied Psychology Groups

Todd Maurer, Ed Levine, Carl Greenberg

The "Regional Applied Psychology Groups" subcommittee of the External Affairs Committee is compiling updated information on the regional I/O and applied psychology groups throughout the country. Recently, we sent a survey to the president or other contact person within every regional applied psychology group that we were able to identify. The survey was divided into two parts. First, it asked for information about the group itself: a) the full name and a description of the group's goals, orientation, or primary reasons for existence, b) estimate of total membership, occupational orientation, and educational background, c) whether regular meetings were held along with meeting times and meeting locations, d) whether a newsletter was published and if so, how frequently, e) membership dues, and f) name, address, and phone number of contact person(s).

Second, the survey asked for opinions and ideas on several other issues related to regional I/O groups. The issues addressed in the survey were taken from a meeting held in San Francisco at the annual SIOP conference (1993), where those attending raised issues of interest. The meeting was attended by regional group members as well as representatives from SIOP. The issues raised in the meeting and subsequently addressed in the survey were: a) interest in SIOP assistance in conducting regional workshops, b) job placement and regional groups, c) annual meeting of regional groups at SIOP conferences, and d) working relationship and structure of SIOP in relation to regional groups.

In January, 1994, surveys were sent to 26 groups. By mid April we received 20 completed surveys (76.9% return rate). (We also received some

"group information" from 2 groups via other communications). The results of the survey are listed below, and complete information on each group responding is provided.

Group Information

In reviewing the surveys it became apparent that two distinct types of organizations exist—I/O Psychology and personnel testing organizations. I/O Psychology groups generally exist to further the professional development of its members through presentations, workshops, and discussions of all I/O content areas. Personnel Testing Councils, as the name implies, limits its professional development to personnel selection and employment testing issues. Both types of organizations view their objectives to also include networking with other colleagues in the geographical area, and provide a forum for informal social interaction with others in the profession. In total, these regional groups represent approximately 3000 individuals. This averages out to about 135 per group.

Group composition varies widely. I/O Psychologists are the majority members of I/O groups, but apparently are the minority in personnel testing organizations. I/O groups report a portion of their membership consists of students. Most Personnel Testing Councils did not report having student members, or at least did not distinguish between student and professional members.

Most groups meet at least quarterly, usually at a local hotel or restaurant. In addition to communicating to its members at meetings, 15 out of 22 groups reported publishing a newsletter. Membership dues vary considerably. They range from nothing to \$75 per year. Some groups have corporate, associate, and student membership fee categories.

Group Opinions

We asked: "Would the membership of your group be interested in SIOP's assistance in conducting regional workshops in conjunction with the regional groups?". There was clearly an interest in having SIOP assist regional groups by conducting regional workshops. Sixty percent (12) of the 20 responding groups endorsed this. Five said "no" while 3 responded "don't know." Five suggested national speakers be retained, while four suggested some type of financial support from SIOP would be helpful. Three asked for SIOP's help in putting on workshops.

Another question asked: "Should there be an annual meeting of the regional groups at the yearly SIOP conference?". Ten of the twelve groups with an opinion on this issues were in favor of this. One suggestion called for a meeting of representatives of the groups to discuss issues of relevance. In responding to a related, follow-up question about whether there should be an

annual meeting of the regional groups that was separate from the SIOP conference, 9 said "no" while 11 expressed no opinion ("don't know").

Finally, a question about ways to increase regional groups' involvement in SIOP's structure and how they might work together produced a variety of suggestions, among them: a section in TIP devoted to regional groups, scheduling regional meetings of SIOP in coordination with the regional groups, and SIOP's establishment of speakers' bureau that could be accessed by the regional groups.

It would appear that regional groups offer SIOP an opportunity to reach a larger audience and to enhance its influence beyond its own membership. Additional efforts to establish bridges to these groups appear warranted based on these data.

We are still compiling and updating information on regional groups. If your group has not been contacted or if you would like a summary of the survey results with group contacts, please have the president or other designated contact person for the group telephone Todd Maurer at (404) 894-6771. To all of the groups that responded to this survey: Thank you!



AMERICAN
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SIOP-APS Connection

Lee Herring, American Psychological Society

New Electronic Bibliographic Research Publication for
Industrial/Organizational/Ergonomic Psychologists

APS and the Institute for Scientific Information (ISI) have cooperatively developed a revolutionary new series of electronic literature search publications that are priced for the individual subscriber and are distributed monthly directly to the subscriber's Internet mailbox. One of the publications is devoted specifically to I/O and ergonomics research, and several SIOP members (Paul Thayer, James Farr, Daniel Ilgen, Susan Jackson, Kevin Murphy, Benjamin Schneider, Christopher Wickens) serve as editorial advisors to the publication, called *Focus On: Industrial/Organizational/Ergonomics*.

Drawing from ISI's 8,000-title database of journals (and 6,000-title book and conference proceedings database), the publication will be unique in timeliness, scope, and its blend of human and artificial intelligence to determine editorial content. ISI's decades-long history of efficient technical innovation in information science, coupled with APS's editorial advisory oversight promise to create a useful new publication for the I/O community.

In addition, a personally customizable literature search publication, *Personal Searcher*, is also available. The subscriber determines the frequency of receipt and the unique search parameters to meet personal research needs. All of the publications contain literature citations for which ISI is famous (e.g., in its *Social Science Citation Index*, among other well-known publications).

Only APS members qualify to subscribe to the new publications, and they will receive a 25% discount off the list price. The publications are described in detail in a front-page article of the May/June *APS Observer* newsletter and were unveiled at a product review session of the late June APS Convention in Washington, DC.

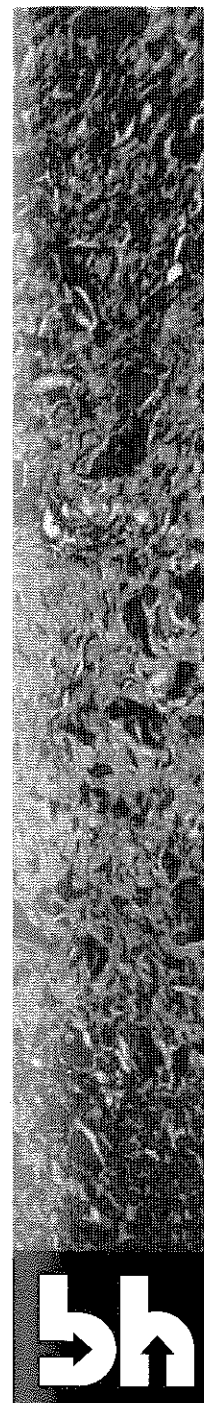
New Applied Psychology Award

I/O Psychologists Edwin Fleishman, George Mason University, was awarded APS's new James McKeen Cattell Fellow Award in 1993. Fleishman was one of two recipients of the award which honors the outstanding contributions made by scientists working in the area of applied psychological research. Contact APS for information on submitting nominations.

APS Sixth Annual Convention

SIOP member Robert M. Guion, Bowling Green State University, co-chaired the program of the Sixth Annual APS Convention held in Washington, DC, June 29 through July 3. Highlighting I/O and ergonomics research in invited addresses, member submissions, and posters alike, the APS Convention featured several speakers/chairs and sessions of interest to industrial and organizational psychologists: Alfred Owens (Psychology of Driving); Elizabeth Mezzacappa (Living and Working in Space); Richard Wiener (Legal and Behavioral issues in Sexual Harassment); Patricia Cain Smith (Job Stress, Satisfaction, and Sickness); Dick Jeanneret (Complying with the Americans with Disabilities Act); Motivation and Self-efficacy (Ruth Kanfer); Judgment in Experts (Philip Tetlock); John Levine (Small Groups Research); Daniel Ilgen (Boundaries of I/O Psychology); and Samuel Messick (Performance Assessment).

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



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Report on the Ninth Annual Industrial Organizational Psychology Doctoral Student Consortium

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

The Ninth Annual Industrial/Organizational Psychology Doctoral Student Consortium was held on Thursday, April 7, 1994, the day before the SIOP Annual Conference. The consortium was held in the Opryland Hotel in Nashville, the same site as the SIOP conference. Forty advanced doctoral students from over twenty universities participated in the consortium, which featured speakers representing a diverse array of backgrounds, perspectives and professional settings.

The day's activities began with a continental breakfast and an opening address by **Kathleen Lundquist** of HR Strategies. Dr. Lundquist's talk, entitled "Radical Realities: A Wakeup Call for the Future" focused on the realities of ethically and effectively using our professional skills to respond to the kinds of human resource problems with which organizations must grapple. Following this talk, students attended one of two concurrent sessions. The first, conducted by **Dianna Stone** and **Eugene Stone-Romero**, explored the concept of stigma in organizations as a meaningful and underexplored topic for organizational research. The second session, led by **Lise Saari**, was an interesting discussion of effective strategies for conducting and communicating research in applied settings.

Next on the agenda was lunch (note from a sweet-tooth: *excellent* desserts!) and a post-luncheon talk by **Michael Campion**, who provided an editor's perspective on the journal publication process and a host of practical suggestions for those who are interested in publishing their research. Then we separated into two groups for a second pair of concurrent sessions during the afternoon. **Ray Noe** presented an overview of his work on the development of models for training research, and moderated a lively discussion on the trials and tribulations of model-testing. **John Hollenbeck** provided participants in his session with a wealth of useful advice for conducting meaningful and publishable research in laboratory settings. At the conclusion of the day, all presenters came together for a panel discussion of issues in professional development.

We are delighted to report that responses to our evaluation survey confirmed what we had learned through informal conversations during the SIOP conference: students who participated in the doctoral consortium overwhelmingly saw the consortium as a useful forum for developing their professional and research skills and gathering information about their career development concerns. They found the presentations to be interesting and

informative. In fact *all* respondents indicated their intention to recommend that other students from their schools attend the consortium in the future. Our thanks goes out to all of the speakers who so graciously gave of their time to help make the doctoral consortium such a success!

Note for 1995: Planning for the 1995 I/O Psychology Doctoral Consortium is already underway. As many students and schools know, the demand for the consortium was very high this year. Because of space constraints, we were unable to accommodate many requests. In order to increase the number of schools who are able to participate in the program, in 1995 each school will be limited to nominating one student for participation in the consortium. Watch for our announcement of the 1995 Doctoral Consortium in the fall issue of **TIP**. When nomination/registration materials arrive, be sure to return them *promptly* to ensure that your application is received before the available slots are all filled.

- Journal of Occupational and Organizational Psychology
(formerly Journal of Occupational Psychology)
- Contents of Volume 67, Part 2, June 1994
- On the questionable soundness of factoring ipsative data: A response to Saville & Willson (1991) — John M. Cornwell & William P. Dunlap
 - Individual differences in the nature of the relationship between job and life satisfaction — Timothy A. Judge & Shinichiro Watanabe
 - Teacher quality of work life: Integrating work experiences, psychological distress and morale — Peter M. Hart
 - The measurement of equity sensitivity — Wesley C. King Jr & Edward W. Miles
 - The Team Climate Inventory (TCI) and group innovation: A psychometric test on a Swedish sample of work groups — Anders Agrell & Roland Gustafson
 - Undergraduate education and the career orientation of professional engineers: Comparison between individuals from enhanced engineering courses and those from conventional engineering courses — Tony Keenan
 - Validation of a visual attention test as a predictor of driving accident involvement — Winfred Arthur Jr, Mark H. Strong & John Williamson
- The Journal of Occupational and Organizational Psychology (ISSN 0963-1798) is published four times a year and edited by Dr Michael West (University of Sheffield). The price of volume 67 (1994) is £89.50 (US\$166.00).
- Members and Foreign Affiliates of the Society and individual members of APA and other selected societies are entitled to purchase journals at preferential rates.
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The Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN, UK.

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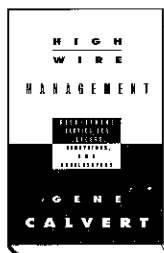
HIGHWIRE MANAGEMENT

RISK-TAKING TACTICS FOR LEADERS, INNOVATORS, AND TRAILBLAZERS

Highwire Management shows managers how to embrace the opportunities of risk taking by changing their perceptions of risk and its consequences. Like walking a tight-rope, says author Gene Calvert, crossing the management risk highwire is a learnable skill. Drawing on numerous examples of working managers in organizations such as Aetna, MCI, and NASA, Calvert offers specific, practical tactics and provides easy-to-use instruments that will help managers set priorities and develop risk-taking strategies and skills.

SEPT. 1993

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

THE DYNAMIC DECISION MAKER

FIVE DECISION STYLES FOR EXECUTIVE AND BUSINESS SUCCESS

A practical, results-driven approach to managerial decision making, this book details a decision-making strategy made up of five readily identifiable styles: decisive, flexible, hierarchic, integrative and systemic. The authors show how knowing which style works best—and being able to consciously move from one style to the next—can improve performance, career opportunities, and personal organizational effectiveness.

OCT. 1993

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Mariann Jelinek,
Claudia Bird Schoonhoven

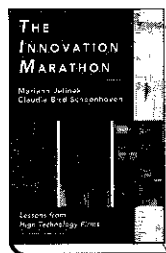
THE INNOVATION MARATHON

LESSONS FROM HIGH TECHNOLOGY FIRMS

Drawing on extensive field interviews, the book looks at how five top U.S. electronics firms—Hewlett Packard, Intel, Motorola, National Semiconductor, and Texas Instruments—manage repeated innovation while controlling the most demanding mass production process ever designed. It provides a blueprint for managing innovation by showing where innovative ideas come from, how companies nurture an innovative environment, how successful firms organize for innovation, and most importantly, how innovation can lead to competitive advantage.

OCT. 1993

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Warren H. Schmidt,
Jerome P. Finnigan

TQM MANAGER

A PRACTICAL GUIDE FOR MANAGING IN A TOTAL QUALITY ORGANIZATION

TQM Manager is a concise guide for managers who are striving to develop the critical skills required for success after a quality initiative has been implemented in their organization. It provides useful worksheets and other assessment tools to help managers deepen their understanding of TQM, identify the specific areas of competency where improvement is needed, and create a plan of action for building skills in those areas.

SEPT. 1993

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David Limerick, Bert Cunningham

MANAGING THE NEW ORGANIZATION

A BLUEPRINT FOR NETWORKS AND STRATEGIC ALLIANCES

In *Managing the New Organization*, David Limerick and Bert Cunningham put into perspective the sweeping changes that have occurred in the last decade and explain what those changes mean for managers in these new organizations. They trace the development of management structures and show how organizations composed of strategic alliances between companies, suppliers, customers, and even competitors are most productive and, in fact, inevitable.

SEPT. 1993

\$28.95

Karen E. Watkins, Victoria J. Marsick

SCULPTING THE LEARNING ORGANIZATION

LESSONS IN THE ART AND SCIENCE OF SYSTEMIC CHANGE

From their unique perspectives as adult educators experienced in organizational change, Karen E. Watkins and Victoria J. Marsick demonstrate how individual learning acts as a catalyst for group and organizational learning. In eighteen illustrative case vignettes, individuals from such companies as AT&T, IBM, and Esso Petroleum describe in their own words the "action imperatives" that help create learning at four key levels—individual, team, organization-wide, and societal. Their stories describe the characteristics and capacities necessary for a company to set a vision and develop practices to become a true "learning organization."

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

CHANGE AT WORK

A COMPREHENSIVE MANAGEMENT PROCESS FOR TRANSFORMING ORGANIZATIONS

Offering a human-systems approach to organizational transformation, the authors present a unique, comprehensive model for instituting, managing, and assessing change—the Total Transformation Management Process (TTMP). Drawing on many proven theories and models, as well as the authors' fifty years of collective experience with organizations and the change process, the TTMP optimizes an organization's capacity to allow for the exchange of human energy; and provides an integrated process for successfully implementing systemwide change while staying focused on the human side of the organization.

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Upcoming Conferences and Meetings

This list was prepared by **Julie (Rheinstein) Brill** and **David Pollack** for SIOP's External Affairs Committee. If you would like to submit additional entries please write **David Pollack** at the **U.S. Office of Personnel Management, 1900 E. Street, NW, Room 6451, Washington, DC 20415, (or call (202) 606-1463, or FAX entries to (202) 606-1399).**

- June 29-July 3 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: Bruce Drake, (503) 283-7224.
- July 17-22 23rd International Congress of Applied Psychology. Madrid, Spain. Contact: Secretariat, Colegio Oficial de Psicólogos, 23 IAAP Congress, Nunez de Balboa, 58, 5, 29001 Madrid, Spain.
- July 23-27 Annual Conference of the American Society for Public Administration. Kansas City, MO. Contact: ASPA, (202) 393-7878.
- August 12-16 Annual Convention of the American Psychological Association. Los Angeles, CA. Contact: APA (202) 336-6020.
- August 14-18 Annual Convention of the American Statistical Association. Toronto, Canada. Contact: ASA, (703) 684-1221.
- October 16-18 Eighth Annual National Disability Management Conference: "What's the Future for Disability Management? Balancing the Old with the New." Washington Business Group on Health. Contact: Sandra Lehrer (202) 408-9320 (voice), (202) 408-9333 (TDD).
- October 24-28 Annual Conference of the Human Factors Society. Nashville, TN. Contact: The Human Factors Society, (310) 394-1811.
- October 24-28 36th Annual Meeting of the Military Testing Association. Da Hilersum, Netherlands. Contact: Paul B. Van Ray, 001-31-35254333.

- November 2-5 Annual Convention of the American Evaluation Association. Boston, MA. Contact: John McLaughlin, (804) 225-2089.

1995

- February 9-12 Eleventh Annual Mid-Winter Meeting of the Society of Psychologists in Management. Theme: "Change, Pain, and Strategies for Individuals and Organizational Recovery." Atlanta, GA. Contact: Mark Frankel, (314) 821-4108.
- March 17-19 16th Annual Industrial and Organizational Psychology/Organizational Behavior Graduate Student Conference. Denver, CO. Contact: Ed Rogan, (303) 759-8004.
- April 18-22 Annual Convention, American Educational Research Association. San Francisco, CA. Contact: AERA, (202) 223-9485.
- April 18-22 Annual Convention, National Council on Measurement in Education. San Francisco, CA. Contact: NCME, (202) 223-9318.
- May 18-21 Tenth Annual Conference of the Society for Industrial and Organizational Psychology. Orlando, Florida. Contact: SIOP, (708) 640-0068.
- June 4-6 Annual Conference of the American Society for Training and Development. Dallas, Texas. Contact: ASTD, (703) 683-8100.
- June 25-28 Annual Conference of the Society for Human Resource Management. Orlando, Florida. Contact: SHRM, (703) 548-3440.
- June 25-30 Annual Conference of the International Personnel Management Association Assessment Council. New Orleans, LA. Contact: IPMA, (703) 549-7100.
- June 29-July 2 Annual Convention of the American Psychological Society. New York, NY. Contact: APS, (202) 783-2077.
- July 14-16 Inaugural Australian Industrial and Organizational Psychology Conference. Contact: Prof. B. Hesketh, School of Behavioural Sciences, Macquarie University, NSW 2100, Australia.

1996

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



Calls and Announcements

Feature Introduction:

Center for Creative Leadership/Leadership Quarterly Awards Program

In July of 1993, the Leadership Quarterly and the Center for Creative Leadership entered into a three-part special awards program designed to recognize outstanding leadership theory, research and practice. The first part of the program focuses on the Kenneth E. Clark Research Award (KCA), named in honor of the distinguished scholar and former Chief Executive Officer of the Center for Creative Leadership. The KCA is an annual competition to recognize outstanding published papers on leadership by undergraduate and graduate students. The Leadership Quarterly, after suitable revision, will publish the annual KCA award-winning paper.

The second part of the special awards program focuses on the *Looking Glass Inc., University Edition, Research Proposal Award* (LGI), named after the Center's in-basket-simulation. The LGI is an annual competition to encourage behavioral science or management development research, including doctoral dissertation research, on leadership in an organizational setting. The *Leadership Quarterly*, after suitable revision, will publish any resulting research article based on the annual LGI award-winning proposal.

The third part of the special awards program focuses on the *Center for Creative Leadership Best Paper Award for the Leadership Quarterly* (BPA). The purpose of the BPA is to recognize "the best of the best" among the articles published in each volume (annually) of the *Leadership Quarterly*. In addition to lending its name to the BPA, the Center for Creative Leadership will provide a \$1,000 award and travel expenses for the winning author(s) for the presentation of the award.

We sincerely believe that this special awards program involving the Center for Creative Leadership and the *Leadership Quarterly* will encourage more undergraduate and graduate students to study leadership, more researchers and scholars to investigate leadership phenomena, and reward investigators for advancing leadership theory, research, and practice. We hope you agree.

For more information about the KCA or the LGI annual proposal submission guidelines, please contact: **Dr. Walter Tornow, Vice President,**

Research and Publication Center for Creative Leadership, One Leadership Place, P. O. Box 26300 Greensboro, NC 27438-6300.

Important! ! All New I/O Ph. D, I/O M.S. and O.B. Programs!

Is your program listed (correctly) in the
Graduate Training Programs Manual???

The SIOP Education and Training Committee will be updating the Guide to Graduate Training Programs in I/O Psychology and OB this year (1994-1995). If your program is new within the last 3 to 4 years, was not listed in the 1992 manual, or if you have had a change in graduate program directors, please contact us immediately. Changes in program director or new program addresses can be mailed to **Jeanette N. Cleveland, Chair, Education and Training, Department of Psychology, Colorado State University, Fort Collins, CO 80523, (303)491-6808, FAX (303)491-1032 or janc@lamar.colostate.edu OR Janet Barnes-Farrell, subcommittee chair, University of Connecticut, Department of Psychology, U-20, Storrs, CT 06268, (203) 486-3515.**

CALL FOR PAPERS

1ST BIENNIAL

EQUAL OPPORTUNITY RESEARCH SYMPOSIUM

The Defense Equal Opportunity Management Institute (DEOMI) at Patrick Air Force Base, Florida, invites papers, posters, and panel proposals for the 1st Biennial DEOMI conference on equal opportunity research issues.

This symposium will be held near Cocoa Beach, Florida, in late November 1994 in conjunction with the International Conference on U.S. Military Equal Opportunity Training, Education, Research, and Policy.

The focus of the conference is research addressing military equal opportunity issues (i.e., those related to race, color, gender, religion, and national origin).

Those interested in submitting papers, posters, or panel proposals, and those desiring registration information, should contact: **Mr. Jerry Scarpate or Ms. Mary Anne O'Neill, DEOMI/DRP, 740 O'Malley Road, Patrick AFB, FL 32925-3399, Phone: (407) 494-2675 or DSN 854-2675.**

SUBMISSION DEADLINE FOR FINAL PAPERS, POSTERS, AND PROPOSALS IS AUGUST 15, 1994.

CALL FOR FELLOWSHIP NOMINATIONS

Society Fellows Are Distinguished I/O Psychologists Who Have Made UNUSUAL AND OUTSTANDING Contributions to Psychology

Criteria:

- Society Member for no less than 2 years at time of election
- At least 3 letters of recommendation from Fellows of the Society
- The *Unusual and Outstanding* contribution can be achieved through research, practice, teaching, or administration. The Fellowship Committee strongly encourages nominations of individuals from *all* areas of endeavor within our profession.
- **Note:** See detailed information in **TIP**, April 1994, pp. 31-34.

Nomination:

- By either Society Fellow or Member

Due Date:

- November 15, 1994

Request Nomination Materials From and Direct Questions To: **Dick Jeanneret, Chair, SIOP Fellowship Committee, 3223 Smith Street, Suite 212, Houston, TX 77006, (713) 529-3015.**

Conference Announcement and Call for Papers: WORK TEAM DYNAMICS AND PRODUCTIVITY IN THE CONTEXT OF DIVERSITY

Work Team Dynamics and Productivity in the Context of Diversity is the topic of a conference to be held at the Center for Creative Leadership in Greensboro, North Carolina, October 7-9, 1994. The objective of the conference is to share current research in this area. The conference features nationally-recognized behavioral scientists who have prepared chapters for an edited volume. They include: Marilyn Brewer, Jennifer Chatman, Taylor Cox, Robin Ely, Herminia Ibarra, Joseph McGrath, Ann Morrison, Margaret Neale, Stella Nkomo, Cecilia Ridgeway, David Thomas, Pamela Tolbert, Harry Triandis, and Anne Tsui. The conference is organized by Susan E. Jackson of New York University and Marian N. Ruderman of the Center for Creative Leadership. The conference is co-sponsored by the American Psychological Association, New York University, and the Center for Creative Leadership.

In addition to the invited speakers, there is space available for a limited number of participants. **Registration priority will be given to those who submit original theoretical or empirical papers which discuss scientific**

evidence with regard to how work team diversity impacts group dynamics and productivity. Manuscripts should be approximately 20 pages, prefaced by an abstract and submitted by August 15, 1994. These papers will be presented at a poster session with the best papers published by the Center for Creative Leadership in a conference proceedings. Please send all manuscripts and direct requests for registration materials to: **Martha Hughes-James, Conference Manager, Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300; Telephone: (910) 288-7210; FAX: (910) 288-3999.** The cost of the conference is \$80.00 which includes most meals. In addition we have \$200 stipends available for a small number of graduate students.

REQUEST FOR STUDIES

We are looking for studies to be included in a meta-analysis of the relationships between COHESION and any group-level outcome. We can use only studies that included: (1) a multi-item measure of cohesion, and (2) group-level outcome(s).

Because we will reanalyze each data set, we need for this task: (1) raw data of individuals' responses to each item on a cohesion measure, (2) identification of group membership, and (3) group outcome(s). We are especially interested in studies, published or unpublished, that did not obtain significant relationships between cohesion and group outcomes. Contribution of all authors will be acknowledged in the article. Please contact directly: **victor wekselberg@bull.cc.usm.edu; Victor Wekselberg, Ph.D., Department of Psychology, University of Southern Mississippi, P. O. Box 5025, Hattiesburg, MS 39406; Phone: 601-266-4617; Fax: 601-266-5580.**

CALL FOR PARTICIPATION: EXPANDING THE PERFORMANCE DOMAIN

Individuals augment organizational effectiveness in ways that go beyond the activities that constitute their "jobs." They can either facilitate or hamper efforts to accomplish organizational goals by performing many acts that are not directly related to their chief task functions but are important because they shape the organizational, social, and psychological context that serves as the critical catalyst for task activities and processes. These contextual activities are implicitly recognized as important for organizational effectiveness and individual job performance, however, they are frequently ignored in assessments of individuals.

The purpose of this research project is to expand the criteria for measuring job performance to include contextual activities or what is more commonly

referred to as discretionary behaviors (e.g., helping others, volunteering to do things not formally required by the job, etc.). It is hypothesized that personality and an organization's culture contribute to these discretionary behaviors. It is further hypothesized that discretionary behaviors are linked to important organizational outcomes such as one's task performance, job satisfaction, organizational commitment, and intent to leave. The goal of this research project is to examine these complex relationships.

Participating organization will administer a survey to employees taking part in the study. Participants will have undergone a formal performance appraisal within the last year. In addition participants' immediate supervisors will be asked to respond to a short survey for each of their subordinates involved in the study.

ORGANIZATIONAL BENEFITS

- Improve the current appraisal system by considering individual performance beyond task activities.
- Gain a better understanding of the relationship between individual performance and organizationally important variables, enabling process improvements and increased quality.
- Knowledge of contextual activities can help shape departments and assist with organizational change.
- Possibility of improving the selection process.
- Gather information that can be useful for career development and training.

WHO TO CONTACT

If your organization is interested in this research or would like more information, contact **Scott A. Goodman or Dan Svyantek, Department of Psychology, The University of Akron, Akron, Ohio 44325, (216) 972-6705.**

USDOL SEEKS ASSISTANCE IN GENERAL APTITUDE TEST BATTERY (GATB) RESEARCH EFFORT

The United States Employment Service (USES) Assessment Research and Development Program (ARDP) of the Department of Labor (DOL) is seeking assistance from employers in its ongoing research to improve the GATB Two large scale data collection efforts, the *Clerical Biographical Data (Biodata)* and *Validation Methods* projects, are underway as part of this research effort Both concern the improvement and expansion of USES' capabilities for matching people to jobs, with a particular emphasis on ensuring that measures of individuals' capabilities in addition to GATB scores are considered in the referral process.

The *Clerical Biographical Data (Biodata)* project involves the development of a questionnaire that will assist the USES in evaluating applicants based on their skills and experiences. The *Validation Methods* project is focused on improving USES research methods and includes a pilot study of enhanced job performance measurement scales to ensure that USES assessments are used to evaluate a full range of applicants' likely performance.

To facilitate completion of these projects, USES is seeking help in identifying employers who will assist in these data collection efforts The *Clerical Biodata* project requires several thousand employed clerical workers across the country who would complete the biodata instrument and also be evaluated by supervisors on their job performance. The *Validation Methods* project requires several hundred employees in salesperson's jobs in a variety of industries to complete the GATB and also be rated on various facets of job performance. The job performance ratings in both studies would be strictly confidential and for purposes of the research only

ARDP staff will be contacting employers throughout the country over the next six months to solicit participation in these data collection efforts. Assistance in this important research would be very much appreciated and would be a significant contribution to DOL's overall effort to improve the quality of the workforce and enhance worker opportunities. We are reaching out to **TIP** readers to target employers who may provide data. If your organization may help, or if you are aware of an organization that may be interested in participating in either of these projects, please call **Ann Quigley or Jay Gandy at the USES at (202) 219-9092.**

APA CONGRESSIONAL FELLOWSHIP PROGRAM

APA invites applications for its 1995-96 Congressional Fellowship Program. The program will sponsor three psychologists, including one Senior Fellow, to serve as special legislative assistants on the staff of a Member of Congress or Congressional Committee. Activities may include conducting legislative or oversight work, assisting in Congressional hearings and debates, and preparing speeches and briefing materials. Prospective Fellows must demonstrate competence in scientific and/or professional psychology and display sensitivity toward policy issues and a strong interest in applying psychological knowledge to national issues.

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

Terms: One-year appointment beginning September 1, 1995. Stipend of \$37,000 (\$47,000 for Senior Fellow) plus \$2,500 for relocation to Washington, D.C. area and travel expenses.

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

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

The deadline for receipt of applications is November 15, 1994. APA is an Equal Opportunity Employer.

SOCIETY FOR HUMAN RESOURCE MANAGEMENT FOUNDATION

Request for Proposal

The Changing Workplace Focus: From Jobs to Work

THE SOCIETY FOR HUMAN RESOURCE MANAGEMENT FOUNDATION IS SOLICITING PROPOSALS FOR RESEARCH ON THE CHANGING NATURE OF THE WORKPLACE, ESPECIALLY INVESTIGATIONS INTO THE CONTENT OF INDIVIDUAL EFFORTS AND HOW POSITIONS MAY BE REDEFINED IN THE FUTURE.

The Foundation is soliciting proposals from scholars with the capabilities of investigating the emergence of these phenomena, as well as ascertaining potential organizational responses, especially the implications for the human resource function.

If you have an interest in conducting research in this area, please do not hesitate to contact the SHRM Foundation to obtain details on how to apply for a Foundation grant.

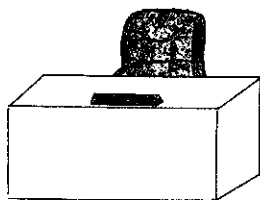
Please contact: **Edward H. Lyons, SHRM Foundation, 606 North Washington Street, Alexandria, VA 22314; Phone: 703-548-3440.**

Electronic Network Focuses on Measurement Issues

OPM has established an electronic network, MeasureNet, to foster discussion and disseminate information about how to assess improvements in government performance. OPM established MeasureNet to bring science and practice together (1) to address measurement issues raised by the National Performance Review's (NPR) report on creating more efficient and effective government and (2) to evaluate progress in reinventing government.

Through MeasureNet, measurement professionals, executives, and front-line managers from the public and private sectors can convene electronically to discuss topics such as outcome measures, benchmarking, customer service standards, union-management partnerships, NPR evaluation, and human resources management. Subject area experts have agreed to help lead many of these discussions. In addition, MeasureNet features announcements of professional activities and a library containing professional papers, bibliographies, and other relevant materials.

To access MeasureNet, one needs a computer with a modem and access to one of two computer bulletin board systems—CapAccess or Metanet. For more information about joining MeasureNet, call **Michael Reeder or Craig Pettibone at (202) 606-3740 and (202) 606-0860**, send e-mail to **reeder@tmn.com**, or FAX messages to **(202) 606-1399**.



Positions Available

SENIOR CONSULTANT OR PROJECT MANAGER: HRStrategies is a full-range human resources consulting firm of over 40 I/O psychologists. Offices are located nationally and internationally in Detroit, Pittsburgh, Houston, Los Angeles, New York and Central Europe. We are a growing firm and are continuously seeking top candidates as possible additions to our work force. Typical job activities include the construction and implementation of selection and assessment systems, performance appraisal systems, career development programs, compensation programs, opinion surveys, and start-up consulting. If you are an experienced I/O psychologist with strong conceptual, project management, psychometric, statistical, writing, and presentation skills, we are interested in hearing from you. We will consider applicants for positions as they become available. Send resumes to: **Dr. Russell Doré, Human Resources Manager, HRStrategies, Inc., P.O. Box 36778, Grosse Pointe, MI 48236.**

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

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

The deadline for completed applications is *October 7* for internships beginning in January and *April 7* 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 13E02, 1155 Peachtree St., N.E., Atlanta, GA 30309.**

The Charles A. Hayes Distinguished Professor of Business

**Joseph M. Bryan School of Business and Economics
The University of North Carolina at Greensboro**

The Joseph M. Bryan School of Business and Economics at The University of North Carolina at Greensboro is seeking applications for an endowed chair position, The Charles A. Hayes Distinguished Professor of Business. Candidates are sought who have outstanding credentials in the field of human resource management. In particular, candidates must have demonstrated experience and interest in the area of international human resource management. The Joseph M. Bryan School of Business and Economics is committed to developing academic programs and professional initiatives in international business education. The successful candidate will contribute heavily to program definition and development in the internationalization of human resource management. The Charles A. Hayes Distinguished Professorship offers an extraordinary opportunity to assume a leadership position within the academic community in an area of growth and expansion. Candidates are sought with exemplary research, teaching, and service performance qualifications which are commensurate with the level of responsibility and stature inherent in this Distinguished Professorship.

The Bryan School of Business and Economics has one of the largest MBA programs in the state and is accredited by the American Assembly of Collegiate Schools of Business. The Hayes Distinguished Professor of Business will be expected to exercise leadership within the department, the school, and the University. The person hired for this position will be expected to work with the Bryan Distinguished Professor and other departmental faculty in the planning and implementation of a nationally distinctive graduate program in the area of human resource management.

The University of North Carolina at Greensboro is one of three doctoral-granting state universities in North Carolina and is located in the Piedmont region, midway between the Blue Ridge Mountains and the Atlantic shore. It lies within easy commuting distance of Duke University, North Carolina State University, The University of North Carolina at Chapel Hill, and the Research Triangle Institute.

Salary is competitive. Appropriate research and support funds are available.

The successful candidate will assume The Charles A. Hayes Distinguished Professorship in the fall of 1995. Applications will be accepted until the position is filled. Applications are particularly welcomed from international candidates. Applications and inquiries should be addressed to: **Dr. Paul M. Muchinsky, Chair of Search Committee, Joseph M. Bryan School of Business and Economics, The University of North Carolina at**

Greensboro, Greensboro, North Carolina 27412-5001, USA, (910) 334-5691.

The University of North Carolina at Greensboro is an AA/EEO Employer. Women, minorities, veterans, and disabled persons are encouraged to apply.

ASSOCIATE/FULL PROFESSOR. The Department of Psychology at the University of Houston is seeking candidates for a tenure track position at the advanced associate or full professor level in the Industrial/Organizational Doctoral Program. The candidate should have a doctorate in I/O or a closely related field, a strong publication record addressing I/O topics, an active research program, and the promise of continued productivity. Responsibilities include the supervision of graduate student research and teaching undergraduate and graduate courses. The Department has 33 faculty in five doctoral programs: Clinical, Clinical-Neuro, Developmental, Industrial/Organizational, and Social. The I/O Program consists of five faculty whose interests represent a wide array of both Industrial and Organizational topics. The goal of the graduate program is to train Ph.D.'s fully qualified for either applied or academic settings. Applications will be accepted until the position is filled. Minorities, women, and persons with disabilities are encouraged to apply. Send cover letter, vita, statement of research and teaching interests, and reprints of recent publications to: **James E. Campion, Ph.D., I/O Recruiting Committee, Psychology Department, University of Houston, Houston, TX 77204-5341.**

Medina & Thompson, Inc. with offices in Chicago and Los Angeles, has a 27-year history of providing high quality consulting services to organizations around the world. We have an immediate opportunity for a **SENIOR CONSULTANT/CONSULTANT** able to assume a long-term role in the continuing growth of our firm. Medina & Thompson's diverse client base provides consultants the opportunity to utilize their versatile skills in a variety of settings. We provide organizations with a multiple of services ranging from individual management assessment and development to large scale organizational change intervention.

The candidate should have an advanced degree (Ph.D. preferred) in psychology, organizational development or related field and a minimum of 2 years consulting or corporate work experience. Qualified candidates should have excellent oral and written communication skills, strong analytical ability, business development aptitude and the ability and willingness to establish rapport with individuals at all organizational levels. Compensation is based on performance.

If you are an energetic self-starter willing to work in a collaborative team environment, we would like to hear from you. Send resume and cover letter to **Gerald J. Smith, Ph.D., Medina & Thompson, 100 South Wacker Drive, Suite 1710, Chicago, Illinois 60606.**

CONSULTANTS: ESS Corporation, an Orlando based consulting firm, has immediate openings for a doctoral level and master's level I/O psychologist. We are a nationally recognized firm specializing in providing state-of-the-art human resource services, primarily in the area of assessment, test design and training. Our rapidly expanding client base is predominately composed of Fortune 1000 companies. The individuals hired will be responsible for the design and development of assessment materials and instruments. The Ph.D. position will include the scheduling and management of various projects, and coordination and implementation of field activities associated with project deliverables; candidate should exhibit strong client management capabilities. Travel demands for this position will be 30% - 50%. It would be desirable for candidates for both positions to have a minimum of one year full-time human resource work experience and possess a sound understanding of assessment and measurement principles. Both candidates must have excellent interpersonal, written communication and presentation skills, and exhibit strong customer service proficiency. ESS offers qualified individuals the chance to work in a dynamic team-oriented environment with excellent opportunities for advancement. Applications will be accepted until the positions are filled. If you are interested, send a cover letter with salary requirements, resume and a 10-15 minute videotape of yourself in which you state your name and discuss the following: why you are interested in the consulting position, your educational background and interests, and any relevant work experiences and skills to: **ESS Corporation, Consulting Services, Suite 212, 2300 Maitland Center Parkway, Maitland, FL 32751.**

POST DOCTORAL POSITION: The Interdisciplinary Center for the Study of Work Teams at the University of North Texas is accepting applications for a possible two year Post-doctoral beginning either October 1, 1994 or January 1, 1995, full or half-time depending on funding. 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, development, and education center specializing in work teams.

Required Qualifications: Ph.D. in I/O Psychology, Management or related field; teaching and research experience; experience with industry and with teams; completed dissertation; excellent communication skills; editing skills;

experience with writing grants; ability to work in and with teams; project manager experience; and an enthusiasm for teams.

Duties: Research projects in the field; editing; grant writing; possible project manager; writing and publication; and participate in Center activities and events. 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 **Dr. Michael Beyerlein, Director, Center for the Study of Work Teams, P.O. Box 13587, Denton, Texas 76203-3587**. Applications must be postmarked by September 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.

ARLINGTON COUNTY GOVERNMENT, VIRGINIA

We are seeking a dynamic, senior level professional interested in a newly-created challenging opportunity. As an urban, progressive organization we are committed to providing high quality service to the community. This individual will be charged to help bring about significant organizational change to further improve the delivery of service to meet the needs of our citizens.

ORGANIZATIONAL DEVELOPMENT CONSULTANT (ODC)

Announcement #1107-4A-PER

The ODC will be responsible for supporting all the elements of a high performance organization through a variety of organizational development duties.

The ideal candidate will possess the following: Demonstrated leadership/facilitation experience in a complex and diverse organization undergoing a major cultural change is critical. Knowledgeable of a wide variety of organizational management structures, processes and models, group dynamics; problem solving methods; procedural and behavioral change strategies. Excellent oral and written communications and negotiating skills to work with a diverse population. Must also have exceptional relationship-building skills and willingness to accept the "team" concept of training. Ability to cope with ambiguity, handle conflict, and resistance to change. Bachelor's degree in Behavioral Science, Organizational Psychology, or related field; Master's Degree in Organizational Development, Human Resources Management or related field. Three years seasoned experience as an OD practitioner, preferably in local/state or federal government setting.

Salary is negotiable from \$47,265 with excellent benefits. **To receive a complete recruitment profile and application materials call (703) 358-3498.**

EOE/Reasonable Accommodation Upon Request.

I/O Psychologists

Booz • Allen & Hamilton an international and technology consulting firm has designed, developed, implemented and evaluated personnel management programs for corporations, institutions and government agencies.

Our Human Resources Change Management Practice has immediate opportunities for Industrial/Organizational Psychologists. The individuals we seek will have a masters degree in I/O Psychology or Ph.D. with 2-5 years of consulting experience in one or more of the following areas: job analysis, business process redesign, personnel selection, survey development, organizational analysis, manpower assessment, and statistical/data analysis.

Booz • Allen offers a challenging work environment, competitive salaries and excellent benefits. For consideration, send your resume to **Jayne Hartnett FAX (301) 951-2710. Booz • Allen & Hamilton, Dept. F022 4330 East West Highway, Bethesda, MD 20814.**

Director, Assessment Services

National Evaluation Systems provides educational testing products and services. Our new Director will be responsible for designing and directing large-scale testing programs, working with clients, and supervising management and technical staff. The Director will report to the V.P. of Assessment Services and will provide leadership in the division on technical and contract management issues. The preferred candidate will have a doctorate in measurement, or a related field, and significant management experience. For consideration, please send cover letter and resume to: **Personnel, National Evaluation Systems, Inc., 30 Gatehouse Road, Amherst, MA 01002, E.O.E.**

Florida Power Corporation, one of the leading utilities in the southeast is seeking human resources professionals at the corporate headquarters in St. Petersburg, Florida.

MANAGEMENT & ORGANIZATIONAL DEVELOPMENT SPECIALISTS

Responsibilities: Identifies management or organizational needs, and then designs and develops training programs or organizational interventions to meet these needs. Conducts management and leadership training. Provides counsel and consultation to management on performance, developmental or work group issues. Facilitates groups on team issues, succession planning, or managing change. Position requires frequent travel within FPC territory.

Qualifications: Must have supervisory experience, with demonstrated strength in leadership skills including creating an empowering work

environment. Position requires initiative, decisiveness, strong planning and organizing skills, persuasiveness, and effective communications. Candidate needs to be skilled in providing performance feedback, facilitating groups, problem identification, and coaching. Five-ten years relevant experience. Training or organizational development experience is desirable. Four year degree in management or behavioral sciences preferred.

Full-time employment with benefits package. Contact: **Florida Power Corporation D2A, 3201 34th Street South, St. Petersburg, FL 33711.** Contact Name: Elaine Heffner; Phone: (813) 866-5400; FAX: (813) 866-4981.

SENIOR CONSULTANT

Wm. Schiemann & Associates, Inc., a rapidly growing management consulting and research firm in change management, is seeking a senior consultant to develop, market, and deliver research and consulting in organizational change. **Individuals without a marketing or sales track record will not be considered.** The individual selected will join our senior consulting team as a key player in our marketing, product development and delivery strategies. The ideal candidate has probably worked for a consulting firm or as a single practitioner during the past 10 years.

We offer a small non-bureaucratic environment, for highly talented, team oriented professionals to grow. Our culture is challenging, innovative and collegial. Our clients are mostly Fortune 500 firms. We have an excellent track record of successful client engagements.

Desired areas of expertise include: organizational assessment, corporate culture, process improvement, strategy development, productivity and quality or the management of change. The individual selected will be responsible for expanding our presence in the marketplace as well as the delivery of research and consulting projects. The position is located at our headquarters in central New Jersey.

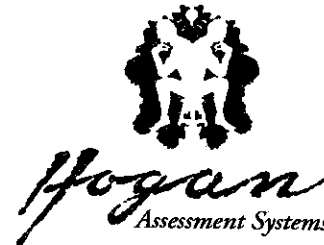
Our preferred candidate will have a combination of diagnostic, O.D. and process improvement skills. Potential candidates should possess an advanced degree in Organizational Psychology or a similar field and a **minimum of five years** solid experience in selling, designing, and consulting in the organizational arena. The position requires excellent leadership skills and considerable experience in working with senior management. Excellent salary growth and development opportunities. Please send resume and salary requirements (no phone calls please) to: **Linda Eliassen, Attn: Senior Consultant Opportunity, Wm. Schiemann & Associates, Inc., 953 Route 202, Somerville, NJ 08876; or FAX to: (908) 231-1902.** An Equal Opportunity Employer.



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Still Interested in Getting Involved In Your Society?

Self-nominations to SIOP Committees are accepted at any time. Self-nomination forms are available in past issues of **TIP**.

Complete a form and send it to:

Angelo DeNisi
IMLR - Livingston Campus
Rutgers University
New Brunswick, NJ 08903
(908) 932-5972

SIOP CALENDAR

TIP deadline for October issue	August 15
APA Annual Convention, Los Angeles, CA	August 12-16
SIOP Executive Committee meeting	September 19-20
SIOP Conference (1995) Submission deadline	October 15
SIOP Annual Conference Orlando, FL	May 18-21

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The **Industrial-Organizational Psychologist (TIP)** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to more than 3500 Society members; the Society's **Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4600 copies per issue.

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

ADVERTISING RATES

RATES PER INSERTION

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

PLATE SIZES

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

PUBLISHING INFORMATION

SCHEDULE

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

DESIGN AND APPEARANCE

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

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