

## THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

# TIP

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# COMMENTS

by Tom Ramsay

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### A Message From Your President

Walter C. Borman

I write this in mid-August, just before APA. Not as many of us attend APA anymore, but for those who go, **Ann-Marie Ryan** and her committee have assembled an excellent SIOP program. Our APA Council Representatives **Vicki Vandaveer, Jim Farr, Mike Campion, and Rich Klimoski** are representing us at the 1-1/2 days of Council meetings. Incidentally, **Irv Goldstein** won the APA Rep election and will begin in this role early next year.

I am pleased to report that our Executive Committee has begun work on a number of projects intended to help and support the membership. In no particular order, **Walt Tornow** and Professional Affairs are beginning work on a new Ethics Casebook based on the recently revised APA Ethics Code. **Jay Thomas** and a State Affairs task force are nearing completion of a draft report on licensure. This report will attempt to update SIOP's position on licensure in reaction to recent regulatory trends. The idea is to try to be more helpful to and supportive of SIOP members facing licensure issues in their states. We will get the report out to you as soon as possible. Long Range Planning has been active. **Susan Palmer** and others are about ready with a proposal to consolidate the External Affairs and Professional Affairs Committees into a single strong Committee on Professional Practice. I see this change as being especially responsive to our practitioner members. You will vote on the By-Laws revision proposal at the conference in Orlando. **Elaine Pulakos, Bill Macy,** and I are readying a request-for-proposals to take on the Administrative Office duties. Bill's organization has been a wonderful home for the office, but understandably he wants someone else to take a turn (see page 81 for this "opportunity").

In the external issues arena, the EEOC has released its policy guidance on medical examinations under the Americans with Disabilities Act of 1990. The most serious threat to our practices would seem to be in screening for public safety jobs, where psychological tests may be considered medical, and this could only be administered post-offer. **Dianne Brown** is keeping us on top of developments here and with other potentially relevant legislation.

Finally, I'm plugging away on my practice survey. It's about ready for mailing. By the time you read this, you should have received the survey and (hopefully) I will have your responses. If you haven't already done so, please

take the time to complete it and send it back to me. As I mentioned in the last **TIP**, I'll report on the results at the Annual Conference in Orlando.

I have heard from quite a few of you over the past several months about a variety of SIOP issues and concerns. As always, I welcome your comments, suggestions, etc. on any SIOP matters. I'll do my best to help.

## WANTED

### ETHICS CASES IN THE PRACTICE OF I/O PSYCHOLOGY

SIOP's Executive Committee is interested in having the SIOP Professional Affairs Committee assume responsibility for developing an updated Casebook of ethical issues that: (1) is directly relevant to the research and practice of industrial organizational psychologists, and (2) will bring it in line with APA's revised Ethical Principles and Code of Conduct, published in December 1992, *American Psychologist*.

SIOP members and their colleagues are requested to submit sample ethics cases for this revised casebook.

This casebook is being developed because many of the APA ethical principles and existing case materials have not directly addressed the complex issues relevant to the professional practice of I/O psychology. Cases submitted should include an appropriately disguised brief description of the behavior in question, the relevant APA ethical principle involved (if any), and information about the resolution of the case. Especially valuable are cases that represent ambiguous situations in which the ethical principles are confusing or difficult to apply. All cases should be specific to the practice of industrial and organizational psychology.

Send case materials or other correspondence as soon as possible to **Walter W. Tornow, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, North Carolina, 27438-6300.**

## IOTAs

**Kurt Kraiger**

**University of Colorado at Denver**

As usual, the end of summer brings a lull in submissions to IOTAs...so we will be brief. **Jim Morrison** of The Company (Psychological Consultants, not the CIA) held a two-day Board of Directors development program in Singapore and Kuala Lumpur in April. Reports suggest that corporate board members are enthusiastic about leadership development...and that Jim managed to behave himself in Singapore...**TIP** contributors **Karen May** and **Kerry Burgess** are in the news, Karen for finishing her dissertation at the University of California - Berkeley, and Kerry for starting the doctoral program at Old Dominion. Former **TIP** contributor **Eduardo Salas** has been promoted to Branch Chief at the Naval Air Warfare Center. Ed, **Kevin Ford**, and myself also received the 1993 Scholarly Achievement Award from the Human Resources Division of the Academy of Management...Congrats to **John Mathieu**, SIOP's newest dad.

### Anchors Away

D-Day has passed, but SIOP members spent the summer invading Europe. Personnel Decisions, Inc. opened a new office in Paris, to extend operations beyond their U.S., Brussels, Tokyo, and London offices. **Ed Fleishman** was invited to be President of a joint French/NATO-sponsored *Congress on New Approaches in Personnel Selection of Military Personnel* held last May. He gave a keynote address on relating human capabilities to job requirements. And, what seemed like half of SIOP descended on Madrid for the International Congress of Applied Psychology. Word has it that APA threw a "totally excellent" bash, but the party came too late for **Mark Teachout**, who, according to multiple reports, spent much of the conference under the (100 degree) weather.

### And Finally...

Thanks for your patience...July's **TIP** arrived embarrassingly late for most of you. There are three critical time periods for getting **TIP** out on time. Each deadline requires 25-30 hours over a 3-day period sifting through submissions, selecting submissions, and copy editing. Then, there are two rounds of reviews of proofs. One is turned around (ideally) in 48 hours, the second is in 24 hours. This time, there was an unexpected third round of proofs, and it arrived via overnight mail the day after I moved this summer. Three weeks

later, the new resident took the package to our real estate agent, thinking that "perhaps it was something important." And thereby hung your **TIP**. We are gradually moving to an all-electronic submission format, which will eventually get issues out even quicker. Contributors were very diligent in trying to meet this demand for July. Despite their best efforts, the delay was worse than ever. My apologies, particularly to Ann Marie Ryan, who submitted the APA program in a well-formatted electronic file, only to see **TIP** arrive after the conference. Oh well...

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## Annual Conference '95 Hilton At Walt Disney World Village

William H. Macey

It's time to make your plans for attending the Tenth Annual Conference in Orlando (actually Lake Buena Vista) this coming Spring! The 1995 SIOP Conference will be held at the Hilton at Walt Disney World Village, May 19-21 with pre-conference workshops on May 18, 1995.

All indications point to an attendance level that will be stronger than ever, so take the time to plan ahead. As in past years, both the conference and workshop registration information will be mailed together in January, and will also appear in the January issue of **TIP**. As most veteran conference attendees know, the workshops and hotel can fill very quickly. Make sure you reserve your spot by mailing in the registration forms as early as possible.

Each year the workshop and conference program are big draws. The 1995 Conference should be no exception! For starters, Cathy Higgs and the Workshop Committee have planned yet another outstanding lineup of workshops. Look for her article elsewhere in this issue of **TIP** for details.

Job Placement Services will again be offered at the conference. Donna Denning is continuing as Chair of the Placement Committee, and is planning for even further growth and demand. Look for more information about job placement services in the registration materials you will receive in January.

By the time you read this, Ann Marie Ryan and the Program Committee will be busy reviewing the high quality of proposals and program suggestions. As always, you can expect an innovative and exciting program. This, of course, is a tribute to your involvement! Thanks in advance for all the terrific ideas and suggestions.

Speaking of suggestions, I have a favor to ask. The Conference Steering Committee knows that many of you will consider bringing your families to the conference. With the vast amount of parks, shops and other activities within easy reach of the hotel, this may be an opportunity for you and your family that can't be passed up. Therefore, we would like to know what your plans and ideas are. Please take a minute or two to complete the questionnaire on the following pages and fax (708-640-8830) or send me your thoughts on what your non-conference interests may be. The Conference Steering Committee will be meeting at the end of this month to discuss various options, so please give us your suggestions as soon as possible. Outside of the scheduled sessions, your responses will help us to identify special events, park packages, etc. that may be of interest. Information on the availability of various options will be made available in the January registration mailing. Eduardo Salas and

the Local Arrangements Committee will also be preparing a guide to help you find the best attractions and restaurants in Walt Disney World Village and the surrounding vicinity.

Because of the many reasons to attend SIOP '95, Jack Kennedy and his Registration Committee expect our room block to fill very quickly, so make your reservation as early as possible. Look for a hotel reservation form provided in this issue of **TIP**. Please note the 5-day cancellation policy and the reservation deadline.

DELTA AIR LINES is offering special discounts to Conference attendees traveling within the USA, Canada, San Juan and the Virgin Islands. To take advantage of these discounts, call 1-800-241-6750 between 8:00 a.m. - 11:00 p.m. daily, or have your travel agency call Delta's toll free number to obtain these same advantages for you. Make sure you refer to File Number Y2086.

If you have any questions about the conference, please contact me or any member of the Steering Committee: Walter Borman (President), Paul Sackett (Past President), Donna Denning (Job Placement), John K. Kennedy Jr. (Registration), Cathy Higgs (Pre-Conference Workshops), Ann Marie Ryan (Program), and Eduardo Salas (Local Arrangements). See you in Orlando!

### 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  
Institute of Management and Labor Relations  
Rockefeller Road, Livingston Campus  
Rutgers University  
New Brunswick, NJ 08903  
(908) 932-5972

## GIVE US YOUR INPUT

In order to ensure another successful conference, the Conference Steering Committee would like to know which activities would be of interest to you. Our intent is in planning pre- and post-conference activities for members and families, as well as activities for families while members are attending conference sessions.

The following activities are either available through Walt Disney World Park and Event Services or directly through the Hilton at Walt Disney World Village. Please indicate whether you and your family (if they are planning to attend) would be interested in receiving discounted rates, when applicable, or additional information or planning assistance. Information on your preferred attractions and how to purchase tickets in advance will be available in the January issue of **TIP** and in the Conference and Workshop Registration Materials.

Is your family planning to come with you to the conference? YES NO

Which day of the week do you plan to arrive? \_\_\_\_\_

Which day of the week do you plan to depart? \_\_\_\_\_

Would you be interested in purchasing discounted tickets, in advance, to the following attractions located within Walt Disney World Village?  
(Mark all that apply)

- \_\_\_\_\_ The MAGIC KINGDOM
- \_\_\_\_\_ EPCOT CENTER
- \_\_\_\_\_ Disney-MGM Studio's Theme Park
- \_\_\_\_\_ Discovery Island (Disney's certified wildlife conservation park)
- \_\_\_\_\_ Pleasure Island (7 different nightclubs, restaurants, shops)
- \_\_\_\_\_ Typhoon Lagoon (Disney's premier water park)
- \_\_\_\_\_ River Country (Disney's version of a good ol' fashioned swimming hole)

Would you be more likely to purchase a multi-day ticket that allows *unlimited* admission to several of the parks listed above (park hopping), or a multi-day ticket that allows *one* admission to several of the parks (non-park hopping)?

I would be more likely to purchase a park hopping ticket \_\_\_\_\_  
a non-park hopping ticket \_\_\_\_\_.

Please list any additional services or information that would be of interest to you. Please send or fax completed form by **November 15, 1994** to: **Bill Macey, Conference Chair; Personnel Research Associates, Inc.; 657 East Golf Road, Suite 309; Arlington Heights, IL 60005. Phone: (708) 640-8820; FAX: (708) 640-8830**

Please note that the Conference Steering Committee's interest in obtaining this information is not designed to detract attendance from the program sessions, or from the social hours on Friday and Saturday evenings from 6:00 - 8:00 p.m.

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Prices listed above are in effect until **April 18, 1995**. Reservations made after this date will be assigned based upon availability at the hotel's prevailing published rates.

Reservations will be confirmed with a first night deposit via check or credit card. Your credit card will be charged for this deposit. Reservations not cancelled **5 days prior to arrival** with forfeit deposit.

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Do you wish to be registered in advance? YES \_\_\_\_\_ NO \_\_\_\_\_

By checking the advanced registration box, you have arranged your registration and check-out before you even leave home. When you arrive, your keys will be ready and waiting at the Hilton's special check-in desk, and on the day of your departure, your room bill will be placed under your guest room door. To participate in this program a valid credit card number is required.

**SOCIETY FOR INDUSTRIAL AND  
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May 18-21, 1995**

## **Preview of SIOP Workshops**

**Catherine Higgs  
Allstate Research and Planning Center**

Plan ahead for your participation in the 1995 SIOP workshops! Workshops will be held on Thursday, May 18, 1995 at the Hilton at Walt Disney World Village in Orlando, FL. We provide you with this early preview of the workshops to help you with your travel and schedule planning. Please note that changes in titles and/or presenters may occur prior to the final description to be published in the next issue of **TIP**:

**360 Feedback Instruments: Beyond Theory** by David Campbell, Center for Creative Leadership, Gordy Curphy, Personnel Decisions, Inc., and Tamara Tuggle, Texas Instruments.

**Becoming a Strategic Partner: The Role of HR Executives in Firm Competitive Advantage** by Jay Barney, Ohio State University.

**Corporate Finance for Industrial/Organizational Psychologists** by Jeffrey H. Netter, University of Georgia.

**Designing Nimble Reward Systems** by Gerald E. Ledford, Jr., Center for Effective Organizations, University of Southern California.

**Effective Customer Service Work Environments** by Benjamin Schneider, University of Maryland at College Park.

**The Evolving Organization: Successes and Challenges of Culture Change** by Hank Jonas, Coming Incorporated and David B. Wagner, Delta Consulting Group, Inc.

**Innovations in Evaluating Training Effectiveness: Coping with Organizational Realities** by Scott I. Tannenbaum and George M. Alliger, State University of New York at Albany.

**New Technologies in Industrial/Organizational Psychology and Human Resource Practices** by Steven D. Ashworth, Allstate Insurance Company and Randall Overton, State Farm Insurance.

**The Nuts and Bolts of Biodata** by Terry W. Mitchell, MPORT Management Solutions and Garnett Stokes, University of Georgia.

**Practical Applications of Competency Assessment** by Lyle M. Spencer, McBer and Company and Val J. Arnold, Personnel Decisions, Inc.

**Reengineering for Competitive Advantage** by Mitchell Lee Marks and Rick Hardin, Delta Consulting Group, Inc.

**Selecting People With Personality** by Robert Guion, Bowling Green University and Mark J. Schmitt, University of Florida.

**Transitioning to Team-based Organizations: Objectives, Challenges and Successes** by J. James Baldes, Weyerhaeuser Corporation and M. Peter Scontrino, Scontrino & Associates.

**Using Employee Surveys to Make Breakthrough Organizational Change**  
by Raymond H. Johnson, Ford Motor Company and Lise Saari, The Boeing Company.

All 1995 workshops are being planned as half-day sessions. Complete descriptions of the workshops will appear in the next issue of **TIP** and in the workshop program announcement mailed early in 1995. Both of these sources will include the registration form for the workshops.

Any SIOP member, fellow or associate wishing to join the Continuing Education and Workshop Committee (CEWC) should fill out the "self-nomination form" in **TIP** and submit it to the Chair, Committee on Committees (Angelo DeNisi) before December 1. There will be several openings on CEWC for the 1995/96 year, so if you're interested, this is a good time to volunteer.

Members with suggestions for workshop topics or other suggestions for the committee are invited to contact the Continuing Education and Workshop Committee chair, Cathy Higgs, at (415) 324-2721, or you can call the co-chair, Sally Hartmann at (708) 286-8181.

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

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**University of Colorado at Denver**  
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**Phone: 303-3556-2965**  
**FAX: 303-556-3520**

## **Call for Program Proposals: 1995 APA Convention in New York**

**Lois Tetrick**

Plans are underway for the 1995 APA Convention. Themes being sponsored by APA directorates this year are (1) Emotion and Motivation, (2) Learning, Memory, and Cognition, and (3) Disabilities. Within these themes are a range of topics that would be of interest in SIOP members. Therefore, it's time to start developing program proposals for the 1995 APA Convention. The convention will be held in New York from Friday, August 11th, to Tuesday, August 15th. **Program proposals must be received (not postmarked) by December 2, 1994.**

We welcome new and different program formats, and with the new submissions requirements (see below), we hope that having to write less encourages you to submit more! Papers, symposia, tutorials, debates, panel discussions, and conversation hours are traditional, welcome formats, but we will also consider any innovative formats you can create.

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

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

- "Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions; however, we also have the option of combining separately accepted papers into a paper session focusing on a common theme. Presentations (individual papers) will be blind reviewed. The requirements for submission are: five copies of a 500 to 1,000 word summary and five copies of a 100-word abstract. Please do not put your name on the summary or abstract, just the submission title. Submissions should be double-spaced, with one-inch margins using elite type.
- "Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative, nontraditional formats are



encouraged. Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit five copies of the complete proposal. Proposals for these sessions should include a 300-word general summary and 300-word summaries of each participant's presentation. As with presentations, submissions must be double-spaced, with one-inch margins, in elite type.

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

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

If you have questions, ideas, or suggestions for invited speakers, feel free to call, write, FAX or e-mail to: **Lois Tetrick, Department of Psychology, Wayne State University, 71 W. Warren, Detroit, MI 48202. Telephone: (313)577-3695; FAX: (313) 577-7636; INTERNET: LTETRIC@CMS.CC.WAYNE.EDU.** Please send all program submissions to this address as well, to be received (not postmarked) by **December 2, 1994**. As with many campus mail destinations, you should allow a week for receipt of using regular postal mail service.

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present APA. We're counting on you to make the 1995 APA Convention a success.

## PROGRESS AND ISSUES IN THE REVISION OF THE TESTING STANDARDS

Wayne J. Camara

In August 1993, the National Council on Measurement in Education (NCME), American Educational Research Association (AERA), and the American Psychological Association (APA) approved the appointment of a 16-person **Joint Committee on the Standards for Educational and Psychological Testing** to revise the **Standards**. As the revision effort approaches its first anniversary it is appropriate to reflect on the progress that has been made, as well as the remaining work and the substantial issues that must be addressed.

The first year of this effort has been primarily characterized by organizational and outreach activities. Organizational aspects included establishing a working arrangement between the sponsoring associations concerning the committee's responsibilities, establishing a preliminary project budget and timetable, and appointment of members to the Joint Committee. The 16-person Joint Committee is chaired by Eva Baker and Charles Spielberger.

The Joint Committee has held two meetings to date which have been concerned with both the process of revising the **Standards**, and the content of the **Standards**. The Committee felt an open process was essential and has invited over 500 organizations (e.g., test publishers; professional associations; advocacy, educational, and civil rights groups; state and federal government agencies) to appoint an advisor. The advisor's role is to serve as a point-of-contact for the organization in all communications and discussions with the project staff and Joint Committee. Over 145 organizations have responded to the call and appointed an advisor. Advisors have been invited to forward organizational comments on the revision to the Joint Committee and will receive all minutes from meetings, as well as drafts of the revised document when they are available.

The Joint Committee is also holding an **OPEN CONFERENCE** to solicit input and invite testimony on aspects of the revision. The conference is in the Marriott Gateway Hotel in Crystal City, VA (just outside of Washington DC) on October 7-9. For further information contact Dianne Schenider at (202) 336-6000. The conference will include invited addresses by Robert Linn and Marshall Smith, panel discussions and invited testimony.

Much of the first year's effort has been devoted to establishing organizational liaisons, mechanisms to facilitate dialogue with a variety of organizations interested and affected by these standards, and internal committee deliberations about the project's scope and areas in need of

revision. However, that does not mean that the content of the standards has not also been of prime importance. The Committee has spent most of its initial efforts in the discussion of validity. Yet, there has also been discussion of reliability, test development and equity concerns. The Committee has generally felt that specific areas or applications of assessment (e.g., educational, personnel, licensure) should not be addressed until additional work is completed on broader areas within psychometrics and test use.

## FUTURE ISSUES

Any major revision of a document as influential as the **Standards** creates an enormous amount of interest in the professional community. The revision also provides an opportunity to move the field in ways that reflect current scientific knowledge, policy concerns, and professional practices and pressures. I have identified five major issues that could be better clarified at this time in the current revision. The following views are mine alone and do not reflect the sentiments of the Joint Committee or its three sponsors.

**VALIDITY**—Within the educational and psychometric communities there is increased sentiment for continuing to move the discussion of validity from a categorical (i.e., construct, criterion-related, content) to a unified concept. In this way, validity is a unitary concept requiring separate lines of evidence. Evidence that the assessments taps the relevant constructs seems paramount in such a conceptualization. Advocates of this position would generally not regard content evidence or criterion-related evidence as sufficient in most instances. However, in the applied field such a view would create significant problems for organizations with small samples and few resources. In addition, some job-related criteria and settings seem to lend themselves to contact or criterion-related evidence presenting enormous difficulties in acquiring construct evidence. To the extent that validity tests solely on contact evidence (as opposed to content evidence) adverse impact between groups may also increase. In the employment arena, adverse impact has often been reduced when content strategies have been employed which focus on specific job behaviors rather than general abstract constructs. Finally, the role of validity generalization need no longer be relegated to secondary status in the revision and increased treatment of the proper methodology is required.

**CONSEQUENCES**—The concerns for examining consequences associated with testing really speaks to the use of assessments, although many argue that these issues relate centrally to validity. It is apparent that assessments (and data from assessment programs) are often misused. This includes both high stakes uses and low stakes uses. Consequences of test use should be more strongly addressed in the revision, but the Joint Committee will have to determine: (a) how to define consequences, (b) what relevant criteria can be specified to determine the consequences of test use, and (c) where such issues

should be addressed in the publication (within validity, test use, etc.). Consequences can be considered an aspect of utility; both the negative and positive consequences of assessments need to be considered. It will be difficult to obtain agreement on the range of possible consequences, their probability of occurrence, and the degree of impact (on a continuum ranging from highly positive to highly negative) on the individual, system, and society. The **Standards** could contribute by discussing possible methodologies that could aid in evaluating and collecting these data in order to arrive at inferences concerning the consequences. The **Standards** should avoid confusing socially desirable outcomes with scientific validity, and consequences could be addressed within the context of utility.

**APPLICATIONS IN ASSESSMENT**—To what extent is it still possible to develop overall standards concerning validity, reliability, test use, and test development that will both reflect the current state of science and be responsive to the realities of application across diverse arenas (e.g., clinical, employment, large-scale educational assessment, individual school assessment, vocational, licensure)? It appears to be increasingly difficult in developing standards and language for these board areas that are acceptable to key stakeholders. The Committee may need to determine if the type and quantity of evidence (for validity, adverse impact, etc.) may differ by use (and potential consequence) and area of application.

**TEST USER QUALIFICATIONS**—Access to and use of tests and test data have become an increasing concern for the testing profession. In education, there has been growing concern about the misuse of test data by policymakers in making inferences about the progress made by individuals, groups, and systems. There has also been increased concern about mandating tests and assessments for a multitude of uses in which there may not be adequate data to justify their use. In clinical and neuropsychology, there is increased concern that poorly trained mental health professionals are increasingly relied upon for assessment in order to lower service cost. Many psychologists hope the **Standards** provide clearer and more stringent statements on test use. Perhaps a return to some type of taxonomy of assessments (e.g., A, B, C Levels) would assist users in determining competence and protect the public. Finally, in the employment arena there is concern when clinical tests are inappropriately used in employment screening. The current **Standards** are extremely ambiguous regarding these issues and much more attention to the professional and ethical use of tests and assessments is needed.

**ASSESSMENTS VS. TESTS**—A central issue will be how to delineate the domain of coverage for the revised **Standards**. Certainly, the document is relevant to more than paper and pencil tests. However, defining tests and assessments will be a difficult task. The primary need is to separate the instrument and its use from the decisions that are made based on information derived from the instrument's use. The **Standards** can provide some guidance

for evaluating test data and arriving at inferences based on this data. But the **Standards** can not specify principles of decision making for educators, policymakers, and employers. The **Standards** should properly acknowledge the definition of "tests" and "assessments" to include interviews, biographical data, performance tests, projective tests, portfolio assessments, and related instruments. The popular distinctions between tests and assessments are often arbitrary and frequently used as justification to exempt instruments from professional standards and use of more subjective criteria. As APA successfully argued in an amicus brief in *Hopkins v. Price Waterhouse*, assessments which appear more subjective (e.g., clinical interviews, rating scales) should not be exempt from professional standards and this argument should be further developed and articulated in the revision effort.

There are a variety of other sound recommendations that have been forwarded that must be considered by the Joint Committee. I will simply list some of the most relevant issues below:

- Encourage compliance with relevant laws (e.g., ADA, Civil Rights Act, Federal privacy laws).
- Reference other relevant documents that provide more specific guidelines (e.g., SIOP's **Principles for the Validation and Use of Personnel Selection Procedures**).
- Recognize Item Response Theory and Generalizability Theory.
- Offer additional guidance on standard setting and establishing cut scores.
- Confront issues arising from computer-adaptive tests, computerized assessments, and new forms of technological assessment.
- Provide clear statements on what type of information should be provided by test publishers (in manuals, upon request of users and reviewers), addressing the argument that proprietary tests may be exempt or held to lower requirements in these respects.
- Address the role of judgment in drawing inferences about validity from test data.
- Provide increased attention to issues of test translation, possibly citing or incorporating principles being developed by the Interaction Test Commission.
- Address the use of gender-specific and race-specific norms in psychological tests.
- Make the document more user friendly so that it is increasingly relevant to the wide range of professionals who use tests and assessments.

Finally, the revision of the **Standards** raises a few major philosophical questions for the profession. Should the revision be viewed as an opportunity to reflect (in standards) the current science and professional applications in assessment or as an opportunity to somewhat move and field forward? Should

the **Standards** be primarily aspirational or should there be greater emphasis on the professional and ethical responsibilities of the profession? In either case, are different levels of compliance needed by differing potential consequences, uses and settings for the assessment? These are just a few of the compelling technical and policy issues that lie before the Joint Committee and the testing profession in the next few years.

## SIOP Calendar

TIP Deadline for January Issue	November 15, 1995
SIOP Conference Orlando, FL	May 18-21, 1995
APS Convention, New York, NY	June 29-July 2, 1995
APA Convention New York, NY	August 11-15, 1995

# Rhymes of the Ancient Manager

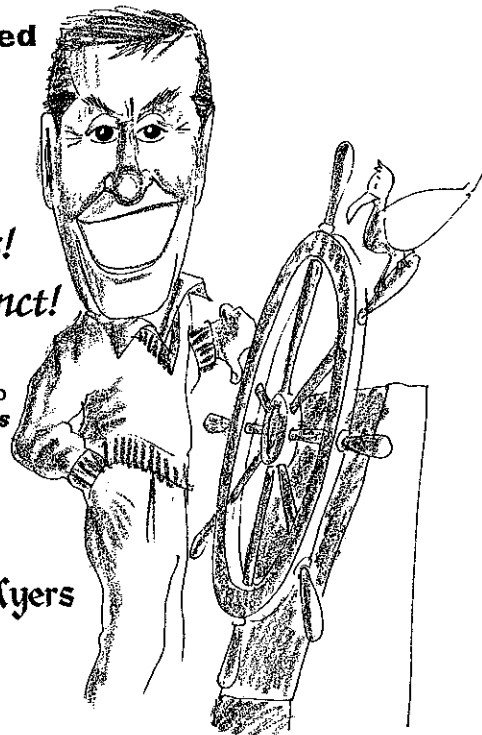
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*Scott Myers has distilled an amazing amount of wisdom into these rhymes. Of course, it's painful to recognize their underlying truths, but he has made them much more palatable so that change becomes more viable and easier to initiate.* **Dr. Marvin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

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Professor of Management, Graduate School of Mgmt., University of California, Irvine

*By Fed-ex came a booklet of rhyme  
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that it summed up the wisdom of time.* **Dr. C. H. Lawshe,**  
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## Vantage 2000: Humanizing Work and the Workplace

Charmine E. J. Hartel  
University of Tulsa

One of the tenets of modern I/O psychology is that happy workers are more productive workers. The real question is how to make workers happy. In some sense this is the goal of diversity programs, employee reward programs, and the design/redesign of corporate culture. Part of the future of organizations might be applications of more sophisticated programs for increasing the job satisfaction of more employees. In this column, I discuss some different programs that do this. Likewise, the very way that life and work interact may be redefined. Such cultural revolutions may be spurred through legislation, as exemplified by an Italian proposal described in this column.

### *Diversity Training to Improve Everyone's Job Satisfaction*

Organizations trying to establish programs for dealing with the increasing diversity in the workforce are finding that they have to walk a fine line. No matter how well intentioned, some diversity programs have reaped adverse results. In some cases programs have left members of "minorities" feeling like token employees and white males worried about "reverse-discrimination." A recent Business Week article "White, male, and worried" (Business Week, January 31, 1994) reports on the backlash of white males to some diversity efforts. Although white males still dominate the upper ranks of organizations, a slow economy coupled with down-sizing at the levels of management has left some white males more defensive toward diversity issues. In organizations that are pursuing diversity programs aggressively, white males are "worrying about their future opportunities."

As the proportion of women, Hispanics, African Americans and Asians increases, white males see themselves as becoming a minority. According to Labor Department statistics, by the year 2005 "half of all labor force entrants will be women, and more than one-third will be Hispanics, African Americans, and those of other races" (Business Week, p. 51). Companies wanting to encourage a diverse workforce must indeed walk a fine line to avoid antagonizing either white males, whose support is needed for an effective program, or women and minorities, who may be offended at special programs aimed at garnering white male support.

Diversity programs are often directed at the needs of specific minority groups identified by Congress as women, African Americans, Hispanics, Native Americans, and the disabled. However, identifying the needs of these groups collectively can lead to cultural generalizations and stereotyping and can be most offensive to group members. This also shifts the focus from

appreciating diversity to highlighting differences among groups. Such diversity training can result in dividing the workforce rather than encouraging cooperation and mutual understanding. One white male participant in a week-long diversity training program reported that he was blamed "for everything from slavery to the glass ceiling" and that "the instructors — a white female and two black males — seemed to feed into the white-male-bashing." He stated, "I became bitter and remain so." (Business Week, p. 54). One approach to helping white males deal with the inevitably increasing focus on diversity has been to hold special seminars or sessions focusing especially on the role of white males in diversity issues. However, this approach can also draw complaints that time and efforts devoted to diversity and affirmative action should not be spent on white males.

The Business Week article concluded with some general recommendations for diversity programs. First, a broader definition of diversity should be adopted, that includes race, gender, age, work, and family issues, but which is not limited to these. A focus on respect and tolerance for individual differences makes diversity an issue that affects everyone. Second, diversity should be seen not only as sensitivity or awareness training that affects the work place, but a tool that helps a company compete in a global and diverse market. Thirdly, an organization must make a visible commitment to diversity principles at the top of the organization. Finally, diversity programs should avoid stereotyping groups, blaming groups, or agitating employees by stirring up emotions and pitting groups against each other (Business Week, p. 54-55).

An example of a well rounded diversity program comes from Margo McKay of the Fannie Mae Corporation (AARP Textbook Authors Conference Presentations, Washington, D. C., Oct. 8, 1993). First off, their diversity program has very good upper level support. Rather than being a part of the HR department, it is a separate independent unit headed by a vice president. After an initial diversity task force study, the Chairman "articulated a diversity philosophy and a code of conduct" announcing them to all employees. Their program includes several elements. First, all employees participate in a two-day diversity sensitivity and awareness workshop. Next, in-house management training includes sessions on diversity and fair employment practices and laws. Then there is also the special emphasis programs which are designed to celebrate the contributions of the different cultures. Currently only groups are included which are "nationally proclaimed by Congress and the President: Black history, Women's history, Asian/Pacific, Hispanic, Native American, and the Disabled." Some employees suggested celebrating other cultures too, such as St. Patrick's day. So now there are plans to set aside one day as "Diversity Day—whereby any group, or individual for that matter, who wants to exhibit their own particular interest, lifestyle or culture may do so." Furthermore, officially recognized employee support groups are allowed to use company meeting rooms and facilities for communicating and meeting,

and also are given one seat on the Diversity Advisory Council to voice the concerns and needs of their group. Currently, there are support groups for women, African Americans, Asians, Hispanics, and gays and lesbians. There are efforts to establish a white male support group, but there were fears that they might be viewed as racists, so the diversity department is working with this group to try to develop a mission statement that would not "appear to be threatening to anyone else." This program illustrates both the benefits that a well-rounded diversity program can have to the organizational culture and the balance that is required to keep all aspects fair and equitable.

### *Bending the Twig—Reshaping Manager's Responses to Diversity*

One method some organizations are using to promote management attention to diversity issues is the performance appraisal system (Morrison, 1992, p. 92). By including corporate diversity goals as performance criteria, managers and their subordinates are informed of the organization's values. That managers are held accountable for these goals communicates the importance of these values and guides managers in their execution. Furthermore, inaction or negative actions are checked by the consequences associated with failure to meet the diversity criteria. For example, some organizations reward a good evaluation on the diversity performance dimension by not requiring action on this area. Conversely, underperforming managers are required "to prepare an action plan for improvement" and their progress in this area is tracked in subsequent evaluations. When merit pay systems are used, there is additional incentive for managers to perform well on all performance standards. Of course, managers must perceive the merit raise as sufficient to warrant behavior change (cf. O'Dell & McAdams, 1986, cited in Morrison, 1992). For further detail on organizations' use of performance appraisal and compensation in promoting diversity goals see Ann Morrison's "The New Leaders: Guidelines on Leadership Diversity in America."

### *Rethinking the Life Cycle of Work*

In Italy, a bill (A proposal from the Italian women's movement, 1993) has been submitted to the legislature challenging traditional views of the life cycle of work. The bill charges that how one's time is distributed across a lifetime needs to be reorganized, recognizing both the "time needed for care-giving" and "the autonomous rights of children, the elderly, and women." The traditional cycle of work divides the workday into eight hours of work, eight hours of rest, and eight hours of free time to pursue one's own interests. Schooling and work begin in youth and continue uninterrupted until a relatively early retirement. This model of the life cycle of work was organized mainly around a male workforce performing physical labor. The proponents of this bill argue that today's workforce is quite different. A larger portion of the workforce is female and the work is less physical and health is better so that

later retirement is possible. Furthermore, there are demands on today's workers other than just work, such as, caring for the home, children, elderly, and other family members and friends. Also, there is more need for continuing education and re-education to keep up with the changing workplace and also for personal fulfillment.

Therefore, the bill writers propose a policy called the "new cycle of life" that "combines periods of work during the school years and provides time for personal and professional development and study, parental and family leaves during our working lifetime. We want to make it possible for men and women to take temporary leaves from their work to study, to play with a child, to give companionship to an elderly or sick person, to gain new professional qualifications or simply to reflect on their own lives. This should be possible while maintaining a position at work, without greatly decreased salary, without losing health and other benefits and without compromising one's career." Some of the specific proposals for achieving this new work life cycle follow:

Parental leave: "We propose that every working person have the right to parental leave: a period of leave from work up to a maximum of 12 months which can be taken together or in portions until the child is 11 years old. In families with a handicapped child or with only one parent, the duration of the leave is extended to 24 months."

Emergency leave: "To address family emergencies such as a child in adolescent crisis, an elderly or seriously sick person, a death, all of the situations that require emotional care, we propose a leave for family reasons. This is the right to be absent from work for a period of not more than 30 days for every two years of work."

Sabbatical leave: "Above all, a different cycle of life means being able to use time for oneself without having to wait until retirement. We propose that all employees, after working at least seven years, be eligible for a one-year sabbatical. Workers should be able to request the leave without specifying the reasons and the job positions would be held for them. The sabbatical would not be a concession of the employer, but a right of the employee. However, the employee would have to replace the time taken by delaying retirement age and working an additional year for every year of personal leave. The idea is that we could work longer when we are older in order to have time for ourselves when we are younger. The restitution of time in later years is important to make it clear that the sabbatical is time for oneself and it is the responsibility of the person who takes it. The time cannot be viewed as a gift from the state or the employer nor can the time be used to assume another salaried job" (A proposal from the Italian women's movement, 1993).

Unfortunately, the cost of such programs is much easier to calculate than are the possible benefits in quality of life and worker satisfaction.


### *Call for Contributions for Upcoming Columns*

Among other suggestions or experiences you have to share I'd appreciate contributions on the following topics: (1) the redefinition of the life cycle of work by different societies—changing cultural expectations about work (e.g., legislative or family policy proposals), (2) changing organizational-individual relationships, (3) anything on quality of life issues, (4) ways organizations prepare employees for multicultural assignments, (5) factors influencing the success of multicultural teams (e.g., team-member selection, rewards, performance appraisal, training, leadership), (6) how the Americans with Disabilities Act is affecting job evaluation (i.e., application of factor ratings), (7) approaches to reducing and responding to workplace violence, and (8) methods of helping employees respond to self- and employer-motivated career transitions at and beyond mid-career.

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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## Setting the standard for 25 years

## TIP Profiles: Paul Sackett

Karen E. May  
University of California, Berkeley

After listening to Paul Sackett sing about a "model Scientist-Practitioner" as the finale to his Presidential Address in Nashville, it was not surprising to learn that he does, in fact, believe strongly in blending science and practice. In his research Paul has utilized a multitude of approaches, including both laboratory- and field-based methods to answer questions that contribute to the science of I/O psychology and have implications for practice as well.

Paul began his career in psychology at Marquette University in his hometown of Milwaukee, Wisconsin. His interest in psychology drove his choice of major, and a chance event during his second year at Marquette shaped the direction that his career would take. One semester, during which Paul was taking a Fortran programming class, the chair of the psychology department noticed him working in the computer lab. That summer, the chair offered Paul job as a data analyst. Paul accepted the job without ever having heard of statistical data analysis; he thought he could learn what he would need to know, and anyway, it beat sandblasting as a summer job. His first assignment was to conduct a factor analysis, and, using what he knew, he wrote Fortran code to run the analysis. Although he learned later that he was doing it the hard way, the experience required him to fully understand the principles underlying the analysis he was running. Throughout the rest of his college years, Paul worked as a statistical consultant for many of the professors in the psychology department, and then for the computer department. This background in statistics and computers gave him a running start when he chose to go into I/O psychology.

When Paul took a class in I/O Psychology, he knew that it was a field that combined his interests in psychological testing and social psychology. He decided to pursue graduate school, and entered into the first of many dual-career decisions with his wife, Pat. They chose Ohio State University, a place that met both of their needs well. Paul particularly enjoyed the faculty at Ohio State; Milt Hakel was his advisor and mentor, and he had the opportunity to work with both Rich Klimoski and Ed Cornelius, as well.

While in graduate school, Paul's main areas of research were assessment centers and job analysis. Through Milt Hakel he was able to use Bell System data for his Master's thesis, in which he explored the human information processing implications of assessor ratings (Sackett & Hakel, 1979). Given that assessor instructions often require them to attend as many as 12 to 15 performance dimensions simultaneously, and that most people cannot process that many pieces of information at one time, he explored the underlying factor



structure used by assessors as a way of combining dimensions as they rate candidates. Paul's work in job analysis was also conducted in an applied setting. He worked with both Hakel and Ed Cornelius on a large-scale project with the Coast Guard, in which they conducted job analysis and developed performance evaluation tools for all jobs. This work led to a series of papers on issues in job classification (e.g., Cornelius, Hakel, & Sackett, 1979; Sackett, Cornelius, & Carron, 1981).

Another area of research for Paul during graduate school was honesty and integrity testing, prompted by questions about the use of polygraphs. This work was conducted with a fellow student, Phil Decker, and was unusual because students typically did not conduct independent research. Although at the time Paul thought that his interest in the topic would be short-lived, their work (Sackett & Decker, 1979) has fueled ongoing interest in the topic by I/O psychologists. As for himself, Paul has followed this initial paper on the topic with reviews every five years or so (Sackett & Harris, 1984; Sackett, Burris, & Callahan, 1989; Sackett, in press).

Paul joined the faculty at the University of Kansas, School of Business directly after graduate school—the second of the dual-career choices, Pat accepted a post-doctoral position in pharmaceutical chemistry in the area. Paul's years in Kansas were productive and enjoyable. Together with George Dreher, he pursued his interests in staffing and selection in general (Dreher & Sackett, 1983), and assessment centers in particular (Sackett & Dreher, 1982). One of the most important contributions of that work was the recognition that assessment center ratings reflect exercises rather than dimensions. This finding was a strong argument against traditional interpretations of assessment center ratings, and has stimulated a great deal of research activity.

After three years at the University of Kansas, Paul left for the University of Illinois, Chicago, a move that was motivated by Pat Sackett's move one year earlier to a job in Chicago. Paul was on the faculty at the University of Illinois for six years, during which time he continued his research on assessment centers, quantitative methodology, and honesty testing. Also at this time, Paul began his six-year term as the editor of *Personnel Psychology*. Paul recalls the term as editor as rewarding, particularly the challenge of remaining well-informed enough to evaluate a broad range of ideas and topics that are submitted and the opportunity to work closely with the editorial board. He also remembers frustration at spending time on submissions that were not seriously intended for publication. While the editorship was very time consuming, Paul's research programs continued. Some of the highlights of his work during those years include his work on typical and maximum performance (Sackett, Zedeck, & Fogli, 1988) and his work related to the use of validity generalization (Sackett, Schmitt, Tenopir, Kehoe, & Zedeck, 1985). The former paper exploring the relations between typical and maximum performance formally introduced the distinction to the field, and has since

influenced work on job analysis, training, performance appraisal, and selection. The "forty questions" paper on validity generalization (Sackett et al., 1988) stemmed from Paul's idea that a panel be assembled to respond to a series of questions about the use of validity generalization, collected by Frank Schmidt. He thought that a panel's discussion and response to the questions could represent a range of opinions and approaches on a topic for which there may not be "right" answers. This paper has turned out to be an important educational tool as people explore issues surrounding validity generalization.

In 1988, Paul took a position at the University of Minnesota, where he is currently on the faculty of the School of Industrial Relations. His major areas of research have remained stable over the years, and he is continuing his work on managerial assessment, honesty and integrity testing, and quantitative methodology. One of the characteristics of Paul's research, throughout his career, is that most of it is conducted with his students. He takes a great deal of pride in their work and encourages them to work with him as coauthors.

In addition to his contributions through research, Paul has been very involved in SIOP. This involvement, Paul recalls, was strongly encouraged by two people he admires, Bob Guion and Irv Goldstein. Beginning with his appointment as the Program Committee Chair in 1983, Paul has served on the Executive Committee every year, leading to his recent presidency. Paul notes that his term as president was characterized as a quiet time, in contrast to past years which have involved a great deal of time dealing with external (usually legal) issues. This quiet allowed the Society to begin to address some internal issues, primarily the issue of representation and involvement from all members. Paul believes it imperative that SIOP remains a single organization where I/O psychologists, based academically and elsewhere, can work together to shape the field.

The end of his term as president of SIOP leads Paul to a natural transition point. With the involvement on the Executive Committee over for now, Paul is contemplating pursuing additional research directions, continuing current research efforts, and/or using the time for something altogether different. Certainly, we can look forward to Paul's continued contributions to the field in many areas. In addition to his work, Paul plans to continue long-distance running, and perhaps will find new audiences for his music.

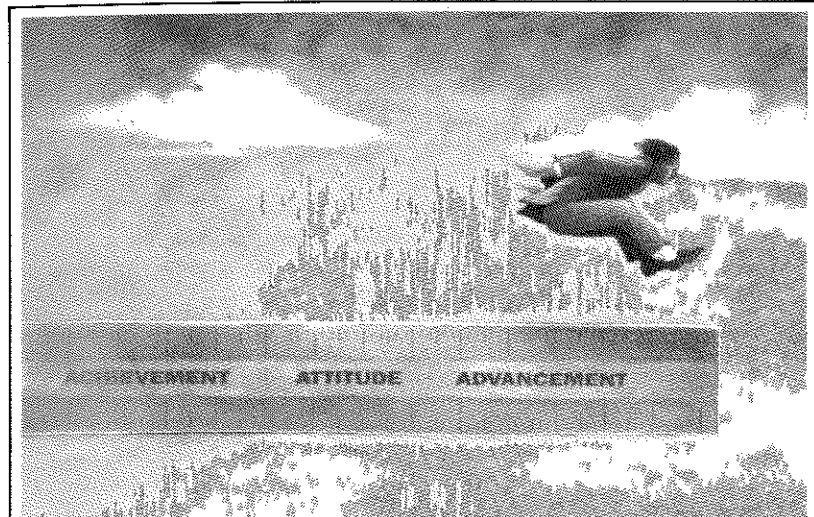
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## Tenth Annual Industrial/Organizational Psychology Doctoral Consortium

Debra A. Major, Old Dominion University  
Tara L'Heureux, University of New Haven

The Tenth Annual Industrial/Organizational Psychology Doctoral Consortium will be held on **Thursday, May 18, 1995**, the day before the SIOP Annual Conference. The consortium will take place in the Hilton at Walt Disney World Village in Orlando, the same site as the SIOP conference.

The consortium is designed for upper level students close to the completion of their doctorates. Most participants will be graduate students in I/O psychology or OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia.

The 1995 Consortium program is currently being finalized. You can expect an impressive group of presenters selected on the basis of their outstanding contributions to the field. In an effort to exemplify the diversity of our field, presenters representing industry, consulting organizations, psychology and management departments will be included.

The consortium format will be as follows: breakfast (followed by a speaker), two concurrent morning sessions, lunch (followed by a speaker), two concurrent afternoon sessions, and a panel discussion concerning career issues. There is a fee to participating students of \$25, which includes breakfast, lunch, and refreshments.

Each doctoral program should receive Consortium registration information by January, 1995. Enrollment is limited to **one student per program** up to a maximum of 40 participants. We encourage you to nominate students as soon as registration materials are received.

If you need additional information or registration materials, please contact: **Tara L'Heureux, University of New Haven, 617D Center Street, Manchester, CT 06040, (203) 932-7341.**

## Practice Network

Thomas G. Baker  
Micro Motion, Inc.

*Practice Network* provides a forum for the discussion of practitioner issues and opinions. It is quite eclectic because you are! I am always available to speak with you at (303) 530-8143 and hope you enjoy the features in this issue.

### Campbell Focuses on Means to the End

*Practice Network* was very pleased to have a conversation with David Campbell (Senior Fellow, Center for Creative Leadership) about his decade long "obsession with a battery of standardized tests."

If you worked for CCL which "gives more psychological tests to effectively functioning adults than anywhere else in the world," you would focus on developing a comprehensive test battery too! David is coming very close to reaching his goal, having already completed three of his five envisioned tests. He is hot on the heels of completing the fourth test and plans to release the final test in 1995.

The timetable on this battery illustrates the flurry of recent activity in test development at CCL and hints at the amount of start-up time needed prior to the release of a complete test. The Campbell Organizational Survey (COS) was released in 1990. The Campbell Leadership Index (CLI) was released in 1991. 1992 saw the release of the Campbell Interest and Skill Survey (CISS). David and Glenn Hallam will release the Campbell-Hallam Team Development Survey (TDS) this year and, perhaps the most interesting one of the bunch (and a *step beyond* for most I/O practitioners) is the 1995 slated release of the Campbell Community Survey (CCS). Whew!

As an early leader at CCL, David was frustrated in training and retraining staff psychologists to utilize the standard hodge podge of psychological exams. He yearned for an integrated battery with a consistent "feel" for the user and consistent scaling for the psychologist. "It was no accident that when I got my first Macintosh computer in 1984, with its user-friendly approach, I became interested in developing my own test battery with a consistent interface," David comments, adding "essentially what we are trying to do is to move the whole concept of standardized industrial tests from the individual (CISS) to the organization (COS), team (TDS), community (CCS) and the 360 degree level (CLI) . . . the trick is how to take the technology (of standardized testing and data processing) and translate it into a delivery system for the needs of various constituencies."

For the psychologist, each of these have similar item formats and procedural checks and all of them report results on a standardized T-scale. "With this battery, once you've used one measure you can generalize your skills to the other standardized measures," David says, contrasting this approach to, for example, the MMPI where high scale scores are "bad" and the CPI where high scores are "good." These are unnecessary complexities that distract the psychologist from adding value to the client by helping him or her understand issues and solve problems identified by standardized measures.

The development of CCL's test battery has been guided by four main principles:

1. *Careful item selection.* CCL has worked diligently to avoid adverse reactions to items by any group which may be tested. (TB: Ahhh, the whims of political politeness!)
2. *Extensive piloting of each item.* This has been done by industry, geographical location, company or city size, source of data, etc., etc.
3. *Making the feedback accessible.* The form feedback takes is critical to the acceptance and use of the measure's data.
4. *Focusing on the feedback process.* "The market is driven by the utility of the measure's information, not the measure's reliability or validity," David stresses. "Reliability is necessary but not sufficient for the marketplace."

David Campbell, liels paldies, ka jūs parunājiēt ar *Practice Network*!<sup>1</sup>

### Personality and Job Performance

We are accustomed to the use of the MMPI to assess candidates for positions of public trust—police, nuclear power operators, airline pilots and the like. But have you heard about the case in Minnesota, in which the parents of a child abused in a day care center has sued, in part, to *require* the center to use the MMPI during the screening of child care workers? Although there is controversy about the use of the MMPI in employment settings, "there is clearly a market demand for personality assessment . . . it is a hot topic nowadays," comments Ronald C. Page (Saville & Holdsworth, Ltd.).

Interest in personality assessment is reflected in the pages of the Wall Street Journal and, Ron believes, is driven by the dynamic nature of jobs in the 1990s in which the assessment of specific job skills is giving way to the assessment of more fundamental constructs such as customer service orientation and decision making styles. In addition, the rise of the quality movement is driving a need to identify "team orientation" profiles. Personality tests tend to be less susceptible to adverse impact than ability tests. Carefully developed personality scales tend to reflect smaller differences between ethnic, gender and age groups than ability tests.

Since 1987, Ron has chaired four SIOP symposia on the topic of personality and job performance. A recent contribution was the standing-room-only symposium on "Personality and Job Performance: Big Five versus Specific Traits" during April's SIOP conference. This was structured like a debate, with the two camps representing divergent perspectives on the application of personality information for predicting job performance.

One perspective was presented by **Deniz Ones** (U. of Houston), **Frank Schmidt** (U. of Iowa) and **Chockalingam Viswesvaran** (Florida International U.) and reinforced by **Murray Barrick** and **Michael Mount** (U. of Iowa). Following their meta-analytic research,<sup>2</sup> they conclude that there is a general factor of personality that relates to effective job performance across a wide range of jobs. This factor is frequently called "conscientiousness" and is like the "g" of intelligence.

The second perspective was presented by **Mitchell Rothstein**, **Douglas Jackson**, and **Robert Tett** (U. of Western Ontario) and reinforced by **Gill Nyfield** (Saville & Holdsworth). Following their meta-analytic research,<sup>3</sup> they conclude that one can optimize prediction by first performing a job analysis to identify key job requirements and then employing personality traits that relate to the specific job requirements. These two competing perspectives are addressed by Ones et al. and Tett et al. in the 1994 spring issue of *Personnel Psychology*.<sup>4</sup>

"I believe the area of personality and job performance is going through a fundamental change (noting the recent introduction of the Hogan Personality Inventory, the Occupational Personality Questionnaire, and recent revisions to the CPI, MMPI-2 and 16PF). This debate and discussion is clearly going to push the edge of the envelope and help us learn more about personality and job performance," Ron comments.

Ron has noted at least two trends in the area of personality assessment. One, is in the developmental training of employees in personality constructs such as motivation, goal-orientation, customer service and the like. Ron sees training in these "soft skill" areas helping employees become more aware of how others interpret their behavior and helping them open their eyes to the balance between task accomplishment and work style. Secondly, Ron is impressed with the application of computerized expert systems to interpreting personality results. Expert systems will result in more standardized, less labor intensive personality reporting with reports geared more directly to end users. Expert systems, Ron notes, "will effectively translate (results) into layman's language so they can more readily use the information."

In their continuing research on personality and job performance, SHL is seeking to partner with academics or students for research purposes. Access to SHL's large database, tests and scanning services is granted to successful partners. Take note of this folks! Contact **Ron Page** at (612) 595-8526 for more information.

Ron says that "if we in I-O psychology can learn how to more effectively use measures of personality, I think we can contribute very significantly to optimizing the performance of organizations." Thanks Ron for speaking with Practice Network!

### Organizational Culture: An Overview

**El Keil** identifies two key questions in the field of organizational culture (OC): (1) How do you measure culture? and (2) Why are you interested in it?

There are two main schools of thought on the measurement of organizational culture. One, led by **Edward Schein**, is clinical-ethnographic-anthropological in nature. It looks to explain the underlying assumptions driving the organization and considers employee behavior to be "artifacts" of the organization's culture. Data driving the Schein model exists mainly in the heads of the leaders of the company.

The second main school of thought defines OC in behavioral language. Using this method, employees are asked to describe what happens in the company (e.g., how management controls events, the presence/absence of trust and openness, information flow, how decisions are made, etc.). In most cases the source of a behavioral OC measure is a survey. Obviously, this type of measure is open to both between-group and normative analyses. El sees two key disadvantages of the survey method as the difficulty of making sure each surveyed person is using the same referent group in answering questions and the ability of an instrument to tap the complexity of a particular organization's culture.

El is an advocate of the behavioral model. After establishing the parameters of the project with the senior staff of a company, El delivers his survey entitled the Organization Culture Profile. El slices the data in a couple of important ways: by dimension, by work group, and by item. When working with company managers articulating their ideal culture, El feeds back the item analyses and helps the management group identify the gaps between where-they-are and where-they-want-to-be.

El identifies five benefits to an organization understanding its culture: (1) it helps the leaders identify the paths to be taken to reach future goals and identifies necessary action steps, (2) it helps galvanize and energize the organization, (3) it provides "growth insurance" for the company, helping them identify what must be done to sustain company progress, (4) it clarifies the relationship between goals and the key systems that will enable the company to reach the goals, and (5) in general, provides management with priorities on where to spend its energies.

El recommends you take a look at the following writers if you would like to expand your understanding of organizational culture: **Ed Schein**, **W. E. Schneider**, **D. R. Denison** and **Linda Smircich**.

Hats off to you El, for helping *Practice Network* understand more about the field of organizational culture!

### If Quicken Does It, So Can You

**Scott Brooks** (Mervyn's) called *Practice Network* with this issue's "I-Wish-I-Thought-Of-That" Award. It's something called "usability evaluation." Lots of software companies do it, for instance when Quicken follows users home to see how they install the software and uses that information to make the installation procedure as simple as possible.

How about usability evaluation for a performance management tool you ask? Well, it's very timely to ask that question. Please read on . . .

Since January of this year, Scott has used Mervyn's usability lab (a little room with one-way mirrors and all kinds of really high tech scientific monitoring devices like a video camera and notepads) to evaluate the effectiveness of his new performance management system. Scott's greatest challenge was to devise something that would assist managers "in how they naturally like to manage, instead of having a structure imposed on them externally" and the way Scott chose to evaluate the effectiveness of his new performance management system was to watch them in the usability lab use the documentation and hold feedback discussions with their real subordinates. Scott did this more than a dozen times.

A few words on the concept of usability evaluation. Scott defines usability as "when a user is able to master an operation without special knowledge or skill, easily doing 20% of the tasks that they will do 80% of the time." *Usability is not the same as face validity:* Face validity does not typically extend to the use of an object, only to its look and feel. Usability says this thing "works for me," where face validity is generally not as inclusive a concept. *Usability is not the same as pilot testing:* Usability is sorta like extensive pilot testing, but goes beyond the "debugging" aspect of pilot testing. During usability evaluations, data is extracted while someone is using the new product rather than on their opinions or reactions after they complete the use of a product, as in pilot testing.

A few words on the use of usability evaluations within a company. *Usability addresses concerns* by enabling you to meet the objections of senior level managers to a new I/O initiative with the reactions, thoughts and comments of the target population when they were actually using your new tool. It's hard to ignore facts gathered in this direct a manner. *Usability helps insure your success* through the partial control of this rush, rush hurry-up world's approach to solving problems. At Mervyn's, usability evaluation is taking on a life of its own, becoming deeply ingrained in its culture. Scott has found that sending his product through usability evaluation has lengthened the delivery of the product but has enhanced his ability to develop a quality

product. This extra time has helped him control the "Ready, Fire, Aim" syndrome prevalent in so many of our companies. It should remain a central axiom in I/O practice that, in Scott's words, "our ultimate criterion is not the release of a new I/O product, but the facilitation of people doing their jobs better or more effectively."

During Scott's implementation of the new performance management tool for Mervyn's exempt corporate workforce, he knew that training would not be widely available during roll-out. It *had* to be easy to use. It *had* to make sense and fit "the way managers like to manage." Scott verified these notions through the use of usability evaluation. Don't you wish you had thought of this before?

**Scott Brooks** is looking for another partner or two to present this idea to other SIOP members. How about next year in Orlando? If you are interested in his notions—and you should be—give Scott a call at (510) 727-5166 or try his Internet address at USMEFL7@ibmmail.com.

### Solid Model of Large-Scale Organizational Change

This model is two to three years-old and based on a study of how GE, FedEx, Milliken and Johnsonville Sausage have built "ownership cultures." The output of this study is an elegantly straight-forward model of organizational change geared to the needs of line managers.

One of Frito-Lay's fundamental assumptions is that "you must do organizational change from within the framework of the business—that change must happen for measurable, objective business reasons," **Bob Morris** (Group Manager of OD, Frito-Lay, Inc.) remarks, "There must be a pragmatic reason to change."

*Practice Network* was pleased to catch up with Bob to discuss Frito-Lay's model for large-scale organizational change.

**Principle 1: *There must be a clear and compelling vision.*** There is nothing a line manager hates more than going off-site to set a vision for his/her production area when there is no clear business reason to do so. Senior Frito-Lay leadership has set the vision for the company in real business terms. Asks Morris of management groups, "Here's the vision, how do you fit?" This is a key way to have the vision permeate the company and avoids separate plants starting from ground zero in setting their direction. It also insures that these plants are headed in the right business direction.

**Principle 2: *People must want to change.*** The key here is to get employees, at all levels, "bought in" to the need to change. This is accomplished in two ways: (1) teaching them about Frito-Lay's business, what's happening in the marketplace, why costs must go down, how productivity gains fund increased spending on capital goods and wages, and (2) asking them, in many different

ways, what they feel needs to be done, and then linking their ideas to the business needs of the unit.

Principle 3: *Leaders make it happen.* Leaders must personally seek ways to champion change. This principle is driven by Frito-Lay's top management. Change has been championed (and achieved) through the use of cross-functional teams to develop new products, and by a process involving sales and route people with external customers to improve product service which has resulted in increased sales growth over prior years.

Principle 4: *The work must actually change.* Morris' motto is, "Nothing will change until something changes." During new plant startups, employees receive about one month of training—27 days of which are focused on job and technical skills and three days of which are focused on social interaction skills. Bob feels, "People in teams tend to want to do every 'teamy' thing except manage results, but we really need to work with them on how to get business results." Teaching teams to solve day-to-day operational problems, such as reducing waste, correcting quality issues, or increasing throughput drives home the primary purpose of the work team.

Principle 5: *Key organization systems change.* "How can you say the team is responsible for results but not give them the information to monitor their progress?" Bob asks. He feels you cannot change the nature of the work without a like change in key organizational systems, such as information distribution and performance appraisal.

Principle 6: *Progress is closely monitored.* "At Frito-Lay, we want both results, and results gained the right way," Bob says. The former is set early on during the change initiative. The latter is measured with traditional surveys as well as feedback from internal and external customers.

"Line managers have little interest in changing for change's sake," Morris comments, "This model is easily understood by them and is readily adopted because it focuses on business results."

### Canada Calls in on Administrative Productivity

*Practice Network* was pleased to hear from **Peter Moon** (Peter Moon and Associates, Toronto) about his ideas on performance management and white-collar productivity. Peter's background as a P.E. (Professional Engineer) blends well with his background in I/O.

Twenty years ago, Peter developed his own performance management principles to raise productivity in some Canadian manufacturing and mining operations. Composed of a mix of theoretical and practical considerations, Peter stresses the critical importance of workplace organization and planning, which must always come ahead of mechanization, self-managed teams, empowerment, new supervisory roles, etc.

Based on research conducted with a large client, Peter saw a 45% gain in administrative productivity. This is indeed an impressive improvement in output and one which Peter attributes to work planning. To Peter, work planning is grounded in the "5 P's." The first and most important "P," Predictable Output, is achieved through the other four "P's," Process Knowledge (information to do a job), Process Capability (a system capable of meeting the demands placed on it), Process Continuity (a system able to perform no matter who is absent), and Process Throughput (leveling work fluctuation within the system).

A small child (my 9-month-old for instance) is not aware that she cannot walk. Soon (disturbingly soon) she will be consciously incompetent, able to take only a few steps as she learns the balance needed for walking. Wobbling erratically, she eventually gains unconscious competence—the adult skill of walking without even thinking about it (TB: And then she'll ask for the car keys, I am told!). High productivity requires people to develop "unconscious competence," a state acquired through effective work planning and the devotion of significant company resources to employee cross training.

Time is the inventory of administration, and it belongs to the company. Hence the company must maximize each employee's value-added time. Peter feels the productive time of administrative employees is often about four hours per day due to restrictions or limits placed on employees by the organization. According to Peter we must quantify the term "busy" by analyzing every job and function, establishing priorities and standards of service, identifying all the free hours and getting rid of job specialization and job levels through daily cross training.

It is difficult to organize one person's eight-hour day efficiently, but he finds it easier to organize a 32-hour work day spread across four people. A key aspect of his work planning system is the utilization of what our Canadian friend calls "take away" (free) time to enhance each person's lateral (cross-trained) abilities so they are better able to smooth out gaps in the load of a work unit. Peter emphasizes, "Teams are important, but not because they are fashionable. Teams are important because they simplify work organization."

**Peter Moon** is looking for fellow consultants interested in exploring a joint marketing venture of performance management systems. Copies of a paper presented by Peter and **Nick Vanderstoop** at a Congress in Toronto last year<sup>5</sup> is available for the price of a phone call. You can reach Peter at (416) 363-7706.

### It's a Scary World

Coming to the Halloween party dressed as the ghost of Frederick Taylor was pretty frightening, but I'm more afraid that you'll forget to contribute to *Practice Network*. The way you danced the rumba at the party showed you're



not shy, so I won't worry about your rectitude. Reach *Practice Network* by calling **Thomas G. Baker**, Micro Motion, Inc., Boulder, Colorado at (303) 530-8143. FAX to (303) 530-8462 or Internet to VTCJ69A@prodigy.com.

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1. No, this is not a message from a long dead Beatle. At least David, who has spent the last six months in Latvia, will have no trouble finding a translator for this sentence.
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*Net and volley:*  
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## From Both Sides Now: Diversity and Conflict: *Endemic or Resolvable?*

Allan H. Church

Many happy returns for another edition of *From Both Sides Now*. As you have probably guessed from the title, I have chosen this time to explore the issue of diversity; particularly with respect to how we understand, conceptualize, and work with diversity in organizations.

In college, I was always fascinated by the larger, more systemic perspective that sociology—my “other” major—contributed to many of my psychological studies (which probably explains why I ended up pursuing a doctoral degree in organizational rather than clinical psychology). One of the courses that I found to be particularly influential was a senior seminar on the nature of inequality in our society. In that course we consumed, among other things, a book by William Ryan titled surprisingly enough *Equality* (Ryan, 1981). I mention this not because I want to regale readers with the details of my academic experience, but because Ryan’s perspective on the nature of inequality, and by implication conflict around diversity, in our society had a profound and memorable impact on my own. This, in turn, had an impact on the question posed to practitioners for this issue of **TIP**.

Ryan’s basic contention was that although Americans live and breathe the rubric of equality of opportunity for one and all, our society is replete with policies, systems, and organizations that have institutionalized *inequality* instead. As Ryan notes, “our greatness as a nation derives from our emphasis on and recognition of the singular importance of the individual as the basic source of all progress and accomplishment” (p. 53). As a result, “we are primarily interested in differences, particularly in those between individual persons, and we sometimes seem almost obsessed with discovering differences, no matter how trivial or uninformative they might really be” (p. 57).

I have always found it difficult to reconcile the notion that it is our cultural emphasis on individualism that simultaneously: (1) promotes the power and vitality of individual differences among people, and yet (2) establishes a system of competition for scarce resources where there will always be winners and losers based, in part, on *these same* differences. Given the emphasis in many collectivist cultures on conformity and the preservation of group harmony (Cox et al, 1991; Hofstede, 1980), one might think that individuals could be themselves and express their diversity openly in individualistic societies. However, we know that this does not happen very often or very easily. Differences in race, age, and gender, for example, have always served as the first level of discrimination among groups of individuals. It is far easier



for people to assess and categorize others on the bases of variation in outward appearance than on their individual differences in perspectives, values or beliefs. This process represents one of the "side effects" of our contemporary cultural emphasis on individualism. Another of these, as Bellah et al. (1985) have suggested, is the dismantling and/or destruction of everything that we hold dear in terms of commitment, history, and community with others.

Is this why issues of diversity in organizations—a mirror of our society—seem so insurmountable at times? Does our reliance on *organizational capitalism* (that is, the process of competing for and being promoted to positions of greater power in a hierarchical structure) mandate separating people into piles of winners and losers based on some set of criteria? As you might imagine, I wondered what others in our field might have to say about these issues. Thus, the specific question posed to this issue's contributors read as follows:

*Is conflict around issues of diversity within organizations truly resolvable, or are such concerns endemic to contemporary organizational life in our society? If you answered that they are resolvable, please explain (1) why you feel this way, and (2) how I/O psychologists, HRD professionals or organization change practitioners might go about doing so. If you answered that they are endemic, please explain your reasoning.*

Harris Sussman, president of Workways—a strategic consulting firm focusing on worklife and social change—chose to direct his response initially at the working of the question itself.

"Let me comment on the question as it was stated. Issues of diversity don't necessarily generate conflict. They are frequently the cause of ignorance, misunderstandings, and missed opportunities. Sins of omission, you might say.

Conflict that does occur is often masked, misdiagnosed, to causes other than diversity. We are not used to looking through the lens of diversity or pluralism. So our analysis, assumptions and theories are impoverished and flawed.

Also, conflict can be both endemic and resolvable. Endemic means dwelling in a demos, in a people, native to a particular population. Of course, that's where the word democracy comes from. To the degree that any social system survives, it has developed mechanisms to sustain it, albeit in a chronic state of dynamic tension.

I think diversity is partial to democracy, to having some room to play. And democracy seems to be hospitable to diversity, to the continuing interactions of difference. But most organizations are not democratic. Quite the contrary. Most organizations are hostile to diversity. They are impaired. And scared.

Most organizations believe that order must be imposed on people otherwise there would be freedom, which they call chaos and anarchy and disorder. It's hard to know where to begin to address this. But it is at the heart of the work we must do.

We must help to provide conditions and tools for differences to exist. We must recognize that people have multiple identities, that social systems are mutating and adapting, that diversity is about how social systems treat people in all their multiplicity.

The sources of conflict are change and difference. This means that our model of organizations and of psychology must be enhanced, informed, and modified by an acceptance of diversity. Our work needs to be transformed by a new understanding of the world in which we work. We are out of touch with the nature and laws of diversity and thus we are not up to the task of working effectively in this new world.

Our first task should be to treat ourselves before we use inappropriate and inadequate spells and potions to treat others."

Sussman makes some interesting points here. I'll be the first to admit that I do not know the "nature and laws of diversity." Although I believe that I am at least sensitive to the issues, that is not enough for me to play an active role in changing organizations for the better. These are areas in which many of us can stand to improve. As Sussman notes, we must treat ourselves before working magic on others. I agree. Self-awareness and self-reflection are critical skills for I/O practitioners to have mastered before embarking on *any* type of organization change effort. Many training and development efforts these days use individual feedback as means for increasing participants' levels of self-awareness. This is a potential tool for enhancing employees' awareness of diversity issues. If people have a better understanding of how they treat others in the workplace, perhaps some progress can be made, at least at the individual level. The ability to communicate (both as a sender and receiver) and resolve conflicts constructively are necessary skills as well, given the level of "hostility" toward diversity that is present in organizations today.

Another individual willing to contribute to this discussion was R. Roosevelt Thomas, Jr., founder and president of The American Institute for Managing Diversity and author of *Beyond Race and Gender* (1991). Thomas took a more direct approach in responding to the question(s) at hand.

*Is conflict around issues of diversity within organizations truly resolvable, or are such concerns endemic to contemporary organization life in our society?*

"Theoretically, the issue of work force diversity can be dealt with effectively. This, however, would not mean that it would disappear from the manager's radar screen, nor that it would cease to be a challenge, but simply that individuals would have the appropriate mindset and skills to

address it effectively on an ongoing basis. Some might refer to this condition as a state of resolution.

*Is conflict around diversity more prevalent for today's organizations than those of the past?*

"I do not think so. I am reminded of a white male who upon hearing a discussion of diversity commented: 'I do not have difficulty with what you are saying about diversity, but I do resent any insinuation that we did not have diversity until minorities and women arrived in number. We always have had diversity, even when we were all white males. And we have always quashed it. That's why we're having so much trouble with race and gender diversity today!'

What is difficult, and perhaps endemic to our time, is a changing attitude towards being different. Being different used to be a state to avoid. It automatically meant that you were inadequate in some way. Organizational participants today are much more comfortable in being different with respect to all kinds of dimensions. They see being different as not necessarily good or bad, but simply reality. Accordingly, they bring their differences with them into organizations.

Managers must be assisted in accepting and understanding differences, and also in modifying policies, structures, systems and cultural assumptions. In particular, managers will need help in developing a mindset that will facilitate remodeling the corporate house (doing business differently) as the work force becomes more diverse.

Unfortunately, few organizations have on their agenda how their houses will have to be modified to assure that all participants are fully utilized. Managers, instead, expect participants to fit in—the burden of adjustment is on the participants. With employees becoming increasingly comfortable in being different, a growing reality is that the individual and the organization will have to adjust to assure a mutually beneficial relationship in pursuit of organization objectives."

Clearly, as Thomas notes, if organizations and their people are to become more accepting of diversity, there will need to be changes in an organization's culture, systems, structures and policies. These are areas in which I/O and OD consultants make their careers. Thus, we are in a unique position to facilitate positive change with respect to diversity in organizations and some of us are making great strides both in academic (e.g., Nkomo, 1992; Watts & Carter, 1991) and in applied settings (e.g., Alderfer et al., 1992; Jackson & Alvarez, 1992; Thomas, 1991).

Elsie Cross, founder and CEO of an organization development consulting firm specializing in the amelioration of racism, sexism, and other forms of discrimination, was also willing to comment on this topic. Her understanding of the issues of diversity and its resolution in organizational settings via culture change complements this discussion quite nicely.

"Racism, sexism, and other forms of oppression are endemic in U.S. society and get carried forward in organizations of all kinds, through behavior, attitudes, feelings and values about 'the other.' Our 350-year-old legacy of slavery and segregation and the denial of equality to women have a continuing, pervasive impact on the workplace. As recently as the 1970s, as the courts legislated the Civil Rights Acts, companies discriminated against blacks and women in their refusal to hire and promote them. The recently enacted Americans with Disabilities Act and the continuing discrimination against people because of their sexual orientation both speak to the current situation.

However, business organizations have powerful incentives for ameliorating these problems today. To start, the workplace is now and will continue to be more diverse by race, gender, sexual orientation, age, cultural and other factors. In many industries, women outnumber men by a 2:1 ratio. People of color—African Americans, Asians, Hispanics, Native Americans and others—will make up more than 50% of the workforce in some areas of the U.S. by the year 2,000 and already constitute a growing percentage in every industry. These statistics only deal with demographics. The problems have to do with the possibility of these new entrants to succeed, to be hired on the basis of merit, get promoted beyond entry level jobs, to penetrate the "glass ceiling," to have their contributions taken seriously, not to be harassed or discriminated against and in general, to be valued.

The challenges to business organizations are:

- to incorporate the differences of race, gender, culture, lifestyles and new ways of approaching problems in order to provide a workplace that values the contributions of all employees
- to be responsive to an increasingly diverse market place
- to abide by the law and thereby avoid costly legal entanglements
- to retain the best and the brightest of all kinds of people
- to create a workplace which utilizes diversity to provide new and exciting ideas to organizations which have traditionally drawn upon "people like me"
- finally, to have the diversity available to take advantage of potential global markets in different cultures.

Increasingly, governmental regulatory bodies and institutional investors staffed by people of color and white women are asking questions about the lack of representation of people of color and white women. Consumer groups and their advocates are watching for the inclusion of many different kinds of people in advertisements and commercials, as well as on corporate boards. Other issues of self-interest and the "bottom line" can be identified by groups of people formed by the organization to direct the change process.

As more businesses move to incorporate quality processes and leadership programs, it becomes evident that teams cannot function efficiently utilizing only a part of the team, i.e., white men. All members of the team, and all potential leaders will be required to move corporations successfully toward and into the next century.

Therefore, whether endemic or not, corporations have no choice but to resolve the conflicts associated with diversity—racism, sexism, heterosexism, etc. In our work over the last 25 years as OD practitioners we have helped CEOs and senior managers become leaders in a process which requires learning how individual bias and prejudice, group and intergroup discrimination, and systemic or institutional racism, sexism, anti-Semitism, heterosexism, etc. can be reduced, and how the skills in this work can be applied to creating an organization that is more humane, that values all individuals, including white men, that can deal effectively with the conflict generated to create healthy solutions to a myriad of problems.

Our strategy involves starting at the top with the CEO and his direct reports and cascading education and awareness throughout the organization. Once this is started, management skills in diversity need to be honed; leadership needs to be developed and required to take an active role in the process; senior managers must hold their direct reports (and all employees) accountable to the organization's vision of equity; networking among people of color, white women and white men become "normal"; and large doses of consultation help management and all employees learn how to bring awareness back to the workplace and apply new behaviors to old problems.

We also have pioneered the process of culture change, by intentionally focusing on those aspects of the organization's culture—norms, values, rituals, ways of doing things—which are embedded in the organization and maintain and reward racist, sexist and other discriminatory behavior. By creating a database which catalogues the barriers experienced by some groups (white women and people of color) and the advantages taken for granted by others (white men) it is possible to see the impact of the culture on the issues needing change. Once known by the organization, task forces work to define and build a new culture which values all employees. Important to the entire change process is the willingness to measure where the organization started its progress toward change in all areas, such as recruitment, hiring, retention, representation, performance, attitudes and behaviors as well as its public persona."

Despite the variety of the above approaches to enhancing people's level of understanding of diversity, I am still swayed by Ryan's (1981) argument that, fundamentally, organizations by design are purveyors of inequality and

therefore contributors to much of the conflict that is experienced around these issues. Of course, inequality itself is not necessarily a problem if everyone has *equal access* to all the resources and opportunities available in order to compete with one another, but this is not the case in most organizations (or society) today. Does this mean that I believe that issues of diversity will never be fully resolved in the workplace? Perhaps, at least at some level. Does it mean that we as practitioners and consultants should stop trying to make a difference and ignore the implications of our own actions? Definitely not. As the practitioners above have argued, organizations and their members have the capacity to learn and grow to be more accepting and supportive of all types of people. The means, it seems, involves (1) enhanced self-awareness, (2) the appropriate skills and mindset to work with these issues, and (3) the necessary support and reinforcement from the entire organization system (e.g., rewards, structure, culture, mission, management practices, etc.) to facilitate positive change.

I would like to thank Harris Sussman, Elsie Cross, and Roosevelt Thomas for sharing their thoughts on this topic. Thanks also to Lisa, Wes and Janine for providing me with their comments and feedback on this issue as well. And finally, thank you to SIOP members for reading, and maybe thinking a little bit harder about some of these issues in the future. Reach me via phone (914) 738-0080 or fax (914) 738-1059 or mail—W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY 10803—if you so choose.

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### Biographies

Elsie Y. Cross is the founder and CEO of Elsie Y. Cross Associates, Inc., an organization development consulting firm headquartered in Philadelphia. Ms. Cross is a member of the OD Network, the Center for Change, and the National Training Laboratories for Applied Behavioral Science (she was chair of the latter's Board of Directors). She has a B.S. and two Masters degrees from Temple University in Business and Psycho-educational Processes, and has been on the faculty of Goddard College and Antioch University.

Harris Sussman, Ph.D. is the president of Workways, a strategic consulting firm located in Cambridge, Massachusetts, focusing on worklife and social change. Previously, he was the most-requested internal consultant in the world at Digital Equipment Corporation. Dr. Sussman has also served as the dean of Prescott College in Arizona.

R. Roosevelt Thomas Jr., D.B.A. is the secretary of Morehouse College, and founder and president of The American Institute for Managing Diversity. Previously, Dr. Thomas served as dean of The Atlanta University Graduate School of Business Administration, assistant professor at the Harvard Business School, and instructor at Morehouse College. He has been active for more than sixteen years as a consultant and is the author of the recently published books, *Beyond Race and Gender: Unleashing the Power of Your Total Work Force by Managing Diversity*, and *Differences Do Make a Difference*.

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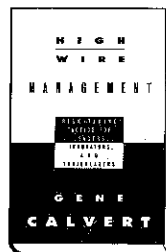
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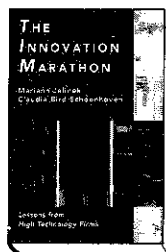
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**The Student Network**

**Kerry A. Burgess**  
Old Dominion University

Once again, we are beginning yet another academic year. Will our schooling ever end? I'm beginning to wonder about that myself! Regardless, I think the time has come for me to step down from my "Student Editor" throne here at **TIP**, and give another student the opportunity to take charge. Believe me, it is a terrific opportunity to learn, as well as to network with peers. If you are interested in assuming this position, please let me know. Here's my new address: **Kerry Burgess, Department of Psychology, Old Dominion University, Norfolk, VA 23529-0267.**

Well, on to the business of this issue. I thought it would be timely to discuss the subject of mentors and advisors. It seems that these relationships do not get the attention they deserve. Frequently, we enter into these relationships with very little guidance regarding what we should expect. Choosing the "right" advisors and mentors can be instrumental to our careers and should therefore be done with great care. As such, two student representatives have been working diligently on generating some insightful advice, as well as a few helpful guidelines to assist you in making the steps toward these successful professional relationships.

**BEYOND ADVISORS: ESTABLISHING MENTORING  
RELATIONSHIPS**

**Peter Dominick**  
Stevens Institute of Technology  
Stewart Ploven  
University of Maryland at Baltimore

From the start of your graduate career, your advisor probably plays (or will play) an integral part in guiding your academic growth. First, he or she may simply help you get oriented by explaining requirements and recommend courses. This, in turn, may even develop into a more personal or mentoring relationship.

While the role of advisors and mentors are somewhat similar, there are some important distinctions between them. Understanding these distinctions can help you determine what to expect from each. The following section describes ways in which the two roles differ.

### *Advisors vs. Mentors*

As part of their overall job responsibilities, most universities require faculty to serve as student advisors. Although it's not uncommon to switch advisors later, students are usually assigned to an advisor prior to enrollment. Advisors assist students by providing them with information about their program, selecting courses, getting study plans signed, and providing some general guidance about academic and career development.

Regardless of the advisor, it is up to the student—you—to make the most of this relationship. Don't expect the advisor to plan your classes before scheduling sessions or decide what research avenues you should pursue—be prepared! You'll have to consider your own research interests and have an idea of topics that interest you. Try to make sessions with your advisors more productive than merely repeating time after time "I dunno." Advisors are a valuable resource, but it is up to you to make the most of the opportunities they provide.

If you feel you're not getting the personal attention you'd like, however, you're probably not alone. "Student advisor" is just one of several hats most faculty members wear and you have to remember to respect their busy schedules. Moreover, you may be one of many students assigned to a particular advisor. As a result, access to advisors is usually limited. When you do meet, your sessions may be brief in order to accommodate other students. Like most people, when it comes to your personal development, you may find yourself wanting more than just a few minutes each semester with your advisor. That's where mentors come in.

Mentors are sort of a guide through the swamps. The mentor is usually an experienced person in the field who knows how to accomplish all those little things (e.g., thwarting alligators, repelling mosquitoes). These "alligator thwarters" (okay, maybe the metaphor is going a little too far) don't just have to be professors. They can be other students, co-workers, supervisors, or people you've met through professional organizations. Graduate students have many opportunities to create relationships with mentors.

The role of the mentor is typically developed informally. While an advisor may also develop into your mentor, it isn't necessarily the case. A mentoring relationship goes beyond scheduled appointments to exchange information. It is more personal, based primarily upon the establishment of interpersonal rapport. A mentor can provide a greater sense of personal interest and commitment, and can be a great source of support and guidance. At times, they may even be a sort of "champion" on your behalf, directing you towards opportunities and touting your abilities to others. Because it is personal, however, a mentoring relationship isn't something you should just expect from an advisor or boss.

On the other hand, having stressed that mentoring relationships are largely informal, it should also be pointed out that several organizations do have

"formal" mentoring programs (Hartel, 1994). Increasingly, organizations are realizing that mentors play an important part in socializing people into their organizations (Van Maanen & Schein, 1979). They help people to learn the ropes and arguably, bring them up to speed more quickly.

### *Developing a Mentoring Relationship*

There are a number of ways to develop a meaningful mentoring relationship. First, begin by formulating general plans and objectives. This will provide a basis for determining the type of help you need, as well as what kinds of questions you might need to answer. Moreover, you'll be in a better position to determine where to seek a mentor. For example, if you think you'd like to pursue a research-oriented career, it would benefit you to seek the advice of people who have pursued that kind of career path. You're more likely to develop meaningful mentoring relationships if you and your mentors have some common interests and objectives.

There are perhaps special considerations regarding students enrolled in terminal Master's programs. These programs are usually over quite quickly, and those people available to mentor are limited. The focus of the program may be less academic and more oriented to applied situations. Professors may be less experienced in the academic research setting. Class sizes may be larger, leaving less time for the professors to spend with students individually. Knowing where the mentoring relationship will lead (e.g., advice toward an applied career, or academic advancement) is essential. This does not mean that to be successful, a student must have his entire program mapped out upon entering. Being aware of the options, attempting to work with them in mind, and being straightforward with your mentor, however, is necessary.

Avoid thinking of mentoring as a "one-way street." You'll have more to offer a potential mentor if it is possible to integrate some of your personal objectives with his or hers. That is, when seeking a mentor, you should not only establish your own goals, but also ask yourself how your goals relate to or support those of your mentor. Being available to assist mentors on other projects can make the relationship efficient and productive for both parties.

Another way to develop a mentoring relationship is to engage in behaviors that demonstrate to others that you want to learn. Express an interest in a potential mentor's work and research. Ask him/her to tell you about his/her own early career and academic experiences. Tell people you are looking for help. In some cases, ask them if it would be okay to come to them for advice every once in a while. Be open to constructive criticism. Furthermore, demonstrate your competence and let people know what your strengths are. Sitting back and depending upon professors or bosses to discover your vast talents is not enough. Think of yourself as someone with potential. You'll have more success getting others to believe it's worth their time to help you if you're confident that you have something to offer. It helps to volunteer for

special projects or committees too. They're a great way to obtain confidence and to develop your skills. They're also opportunities to demonstrate your enthusiasm and commitment.

### *Finding Mentors*

How do you find that perfect mentor? Finding mentors requires active participation on your part. For starters, you'll increase your chances for meeting potential mentors if you get involved in your academic and professional community. Attend workshops and conferences. Get involved in professional organizations. These provide excellent opportunities to talk with more experienced people whose interests are similar to your own. The key is to get involved, be prepared, and create relationships in a positive manner. By stepping forward and announcing their presence, those students truly dedicated to finding mentors will be successful.

Most faculty members enjoy mentoring their students. Nonetheless, don't feel that this is the only place to find a mentor. While your own faculty can be mentors, there are also advantages to developing mentoring relationships with people outside of your program. For one, this helps to expand your network of support. Furthermore, you may feel more comfortable revealing your weaknesses when you don't have to worry about being evaluated or graded by the other person. The same principle applies in the workplace. It is not unusual to have one person as a boss but someone else as your mentor.

Don't forget that fellow students can be mentors, too. Often, the greatest source of support you can get is from people who are just a year or two ahead of you in your program. These people probably know all too well what it's like to be in your shoes and are happy to lend the benefit of their experience. Having recently waded through the swamps of graduate school (e.g., completed a thesis or dissertation), they're often closer to the issues a new student will be dealing with than professors. They are also a great source of information about what classes to take, or not to take. Check out your school's alumni network as well. This can also be a way to identify potential mentors. By the same token, be willing to return the favor. Those coming up behind you will benefit from your experiences and expertise.

Finally, there are some things to watch out for when selecting a mentor. For example, avoid people who seem primarily concerned with building a political empire by lining up underlings. You don't want to wind up as a pawn in some bureaucratic rough and tumble. In addition, stay clear of those higher-ups who appear to be looking for gophers. Bottom line: Trust your instincts. Don't put your development in the hands of someone who may abuse the power. It will only accuse you grief in the long run. As mentioned earlier, the basis for a mentoring relationship is personal rapport. You're not likely to establish a good rapport with someone you don't trust or feel uncomfortable with.

In conclusion, waiting for someone to bring you under his/her wing isn't likely to do much for your professional and academic development. Assume an active role in seeking mentors and take responsibility for establishing a good mentoring relationship. Be prepared and take the initiative. At the very least, by establishing personal goals, seeking out learning opportunities, helping others, and getting involved in work-related activities you'll be facilitating your own development.

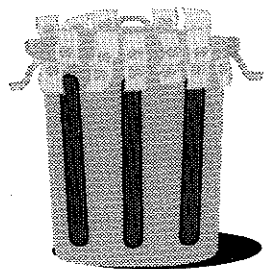
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### **SIOP Calendar**

TIP Deadline for January Issue	November 15, 1995
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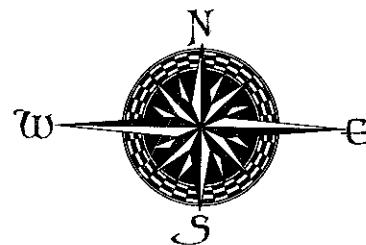
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## EEOC Releases ADA Testing Guidance

Dianne C. Brown, APA Science Directorate

The Equal Employment Opportunity Commission (EEOC) has released its enforcement guidance, *Preemployment Disability—Related Inquiries and Medical Examinations under the Americans with Disabilities Act*. The guidance addresses the Americans with Disabilities Act's (ADA) restrictions on an employer's use of disability-related inquiries and medical examinations. Under the ADA, medical inquiry can only take place in the selection process following an offer of employment. The offer can be contingent upon the candidate's successful completion of further screening (like physical abilities tests) and such screening would have to take place prior to the actual performance of the job. The question that has remained for many employers and psychologists is whether or not psychological tests are considered medical and EEOC's guidance addresses this issue specifically.

APA sent EEOC detailed recommendations for determining whether or not a test is medical. APA's position, founded on science, professional practices and the *Standards for Educational and Psychological Testing*, is that tests are more appropriately defined based on their use. Although see of EEOC's policy incorporates this notion, it largely ignores APA's recommendations.

The guidance on psychological tests notes that whether or not they are medical must be determined through a case-by-case analyst, by considering the purpose of the test, the intent of the employer and who is administering the test. Specifically, the following factors are included among those to be considered in determine whether or not a procedure is medical:

- whether the test is administered by a health care professional (psychologists are considered health care professionals);
- whether the test is designed to reveal an impairment or the state of an individual's physical or psychological health;
- whether the test is given for the purpose of revealing an impairment or the state of and individual's physical or psychological health;
- whether the test measures physiological/psychological responses (as opposed to performance of a task).

It is recognized that certain psychological tests are not medical, "such as tests which simply concern an individual's skills or tastes."

Although the guidance states that each test must be considered on a case by case basis, it seems fairly clear that psychological and personality tests typically used in screening for public safety positions (typically those that are also used in clinical settings) are considered medical and therefore only allowable post-job offer. It is less clear how other tests, such as cognitive ability measures, are categorized. For example, the policy notes that tests not

*designed* to assess mental impairments but then *used* to identify mental impairments would be considered medical. The example provided in the guidance refers to a mechanical aptitude test for which a psychologists can identify a mental impairment based on a particular response pattern.

Additionally, the guidance notes that investigators should review individual test items, as well as the entire test. Any items that relate to mental or physical impairments are prohibited at the pre-job offer stage.

Screening for mental stability for public safety positions will change rather drastically, from administering psychological tests only to candidates who have been extended a contingent offer of employment rather than to all job applicants. This limits an employer's ability to gather critical information on all job applicants prior to making a hiring decision. For selection practices involving other kinds of tests, such as aptitude, personality tests (which are not traditionally used in clinical settings), and job knowledge tests, nothing would change as long as the tests are not medical according to the guidance provided. Employers should review their procedures as suggested by the guidance, and make any appropriate changes.

Copies of EEOC's Guidance can be obtained by contacting the Equal Employment Opportunity Commission at (800) 669-3362.

**Self-Nominations Form**  
**Standing Committees, 1994-1995**  
**Society for**  
**Industrial and Organizational Psychology**

Deadlines: The deadline for self-nominations to the Continuing Education and Workshop Committee is December 1, 1994. For all other committees, nominations are accepted at any time. Please submit a completed form by the appropriate deadline to the address given on the bottom of the form.

Name: \_\_\_\_\_  
Last First Middle

Mailing Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number: Area Code (\_\_\_\_) \_\_\_\_\_

Job Title: \_\_\_\_\_

Educational Data:

Highest earned degree: \_\_\_\_\_ Year granted: \_\_\_\_\_

Educational Institution: \_\_\_\_\_

Society Status:

[ ] Associate [ ] Member [ ] Fellow

Committee Preference:

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

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

**Prior Society Service:**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prior APA Service:**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Special Interests and/or Qualifications:**

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**References:**

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

_____ Name	_____ Address
_____ Name	_____ Address

Your Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please mail the completed form by the appropriate deadline to:

**Angelo DeNisi**  
**Committee on Committees**  
**Society for Industrial and Organizational Psychology**  
**Institute of Management and Labor Relations**  
**Rockefeller Road, Livingston Campus**  
**New Brunswick, NJ 08903**

**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: \_\_\_\_\_

Phone Numbers: Office: \_\_\_\_\_ Home: \_\_\_\_\_ Fax: \_\_\_\_\_

Current APA Status: ☐ Fellow ☐ Associate ☐ Foreign affiliate  
☐ Member ☐ Foreign affiliate

Current APS Status: ☐ Fellow ☐ Member  
☐ Member ☐ Member

Current CPA Status in I/O Section: ☐ Fellow ☐ Member

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 <sup>a</sup>	Title	Dates	
		From	To
1. _____	_____		
2. _____	_____		
3. _____	_____		

<sup>a</sup> 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**

## APPLICATION FOR STUDENT MEMBERSHIP

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

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Mailing Address \_\_\_\_\_  
\_\_\_\_\_

#### EDUCATIONAL BACKGROUND:

Name of Institution \_\_\_\_\_

Department \_\_\_\_\_

Address of Institution \_\_\_\_\_

Check the degree you are pursuing:

\_\_\_\_\_ Doctorate \_\_\_\_\_ Bachelor's level  
\_\_\_\_\_ Master's level \_\_\_\_\_ Other, specify:

Year you expect degree \_\_\_\_\_

Check the area of specification:

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

Advisor: \_\_\_\_\_ Advisor's signature: \_\_\_\_\_

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## SELECTING PRODUCTION OPERATORS

Comments by Tom Ramsay  
Human Resources Psychologist

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## Comments on the JAP review process: Kudos and criticisms

Stephen W. Gilliland and Scott J. Klafke  
Louisiana State University

The *Journal of Applied Psychology* has recently acquired a new editorial board that will shape the direction of the journal over the next six years. Indeed, a number of changes have already been implemented (see Bobko, 1994). At this point of transition, it may be interesting and informative to examine the performance of the previous JAP editorial board as perceived by authors who submitted their work for consideration in this journal. In addition to providing feedback on past performance, such an examination could reinforce recent changes and suggest future directions for improvement.

We recently conducted a survey of authors who submitted work to JAP in 1993 and had their manuscripts evaluated by the editor, Neal Schmitt. For logistic reasons, authors of manuscripts with an associate editor as the action editor were not included. In total, 220 surveys were sent to authors of original submissions (revised and resubmitted manuscripts were not included) along with the decision letter regarding their manuscript. Approximately 50% ( $n = 106$ ) of authors returned completed surveys that contained their perceptions of the justice and fairness of the journal review process. While the results of that survey are the focus of a different investigation, we noted that a number of authors ( $n = 40$ ) made use of the open-ended comment section at the end of the survey. These comments are the focus of the current investigation.

Comments were separated from survey responses prior to compilation so we have no way of determining whether the comments came disproportionately from authors of accepted or rejected papers. However, given the themes that emerged from the content analysis of the comments, we believe these results are worth sharing. For the content analysis two judges independently sorted comments into similar grouping, with no predetermined number or type of categories. Five common categories emerged that accounted for 85% of the comments, and the agreement in terms of assigning comments to these categories exceeded 90%. A sixth category emerged from an examination of the remaining comments. Authors' comments addressed issues related to the reviewers, the editor, blind reviews (lack of), disagreements with the journals/reviewers focus, foreign author concerns, and the outcome of the editorial decision.

Comments regarding the reviewers were offered by 13 authors. These comments can be further divided into three somewhat distinct categories. Seven authors suggested that one or more reviews did not seem knowledgeable about the research area. Although this is disturbing from the

authors' perspective, from the editorial perspective it is likely desirable to attain reviews from different perspectives and backgrounds, as long as the reviewers have sufficient understanding of the topic area to form a reasonable evaluation. A more disturbing complaint that was voiced by four authors was that reviewers were nasty or arrogant in their written reviews. One author summarized the concern in the following manner:

*I am saddened that intelligent persons who specialize in the study of human behavior, like the aforementioned reviewer, are unable to bring into their own lives what they have learned. If they cannot act in a humane fashion, what hope remains for the average person? . . . I believe these persons need to be clearly informed that their role is to be a neutral referee and to convey whatever criticisms they have in a dignified and helpful fashion.*

Undoubtedly a number of readers will be able to sympathize with this author. It is unclear the extent to which this problem could be addressed, but perhaps the editors could do more to soften nasty reviews in their decision letters and to provide feedback to reviewers. As reviewers, this is clearly one area that we can control and that we should be monitoring on our own. The final two authors that offered comments regarding reviewers criticized reviewers for trying "to become co-authors" by commenting too extensively and for insisting "that their own work be cited/emphasized even when not particularly relevant."

Eight authors commented on Neal Schmitt's performance as editor of JAP. Of these, seven were positive with comments such as "fair and effective," "excellent editor," and "outstanding." Clearly Neal's editorial performance was appreciated by many.

Nine authors made comments related to having blind reviews of manuscripts. Seven of these comments made a specific recommendation that the review process should be blind for all papers and four mentioned problems of bias that may or do result from non-blind reviews. One author summarized the concerns in psychological terms:

*The practice of non-blind reviews is completely incomprehensible and unjustifiable, given what we know about perceptions and attribution biases in performance assessment, etc. To believe that reviewers are not subject, even unintentionally, to these biases concerning name recognition, etc. shows real arrogance.*

Given the number and nature of the comments regarding blind review, recent change to have all manuscripts subject to blind review will likely be welcome by many JAP authors.

The clear majority of comments were directed toward one of the three themes discussed above. However, some additional issues, although not as commonly cited, are worth mentioning. Five authors expressed concerns with the focus of the journal and/or reviews. Three authors suggested that JAP

places too much emphasis on technical and methodological issues and not enough emphasis on content and outcomes.

*JAP does pay too much attention to methods and publishes many "tight" but uninteresting versus "loose" but interesting works.*

One author suggested that theory was overemphasized in the review process and thought that given the title *Journal of APPLIED Psychology*, more consideration should be given to practice results. Finally with regard to focus, one author felt that JAP was overly I/O and that papers were often reviewed from an I/O perspective with attention to relevance for I/O psychologists.

Three foreign authors expressed dissatisfaction. Clearly we share some of the blame as we sent out some return addressed envelopes to foreign authors with U.S. postage stamps. However, our insensitivity to issues of foreign postage was seen as further evidence that JAP is tailored to a U.S. audience. One author felt that "JAP is a USA journal for USA contributors only—a perception fairly widely held outside the USA I believe." A second author shared similar concerns. Given the limited number of foreign authors in our survey, it is unclear how widely these beliefs are shared. Perhaps one issue for JAP to address in the future is whether more effort should be directed toward increasing foreign representation (e.g., on the editorial boards). A quick scan of one of the 1994 issues of JAP indicated that out of the 50+ board members only 3 had foreign affiliation.

A final set of comments were not specifically directed toward JAP editorial procedures, but rather expressed dissatisfaction with the outcome of the editorial decision. Of the six authors whose comments fell under this heading, three indicated that work that is rejected by JAP is often accepted by other top tier journals. In addition to asking is JAP "really that good?" these authors expressed concerns that favoritism or initial impressions bias the review process. This is probably another validation of the move to blind reviews. Other authors were more optimistic, indicating that while they were disappointed with the decision, they felt the process would improve their work.

So what have we learned through this investigation? The following is a quick summary: (a) be kind and constructive when reviewing, (2) kudos to Neal, (3) the need for blind reviews was clearly perceived, (4) does JAP have the right focus? and (5) does it support foreign contributions. We thank the authors that took the time to complete our survey and provide their comments. We hope that this type of feedback is useful and perhaps could be gathered more frequently and systematically in the future

#### Reference

- Bobko, P. (1994). Some reminders/changes for JAP. *The Industrial-Organizational Psychologist*, 31, 76-77.

## Upcoming Conferences and Meetings

This list was prepared by **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).

### 1994

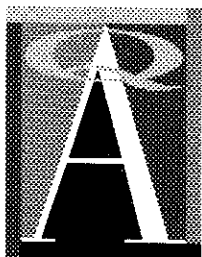
- Oct. 24-28 Annual Conference of the Human Factors Society. Nashville, TN. Contact: The Human Factors Society, (310) 394-1811.
- Oct. 24-28 36th Annual Meeting of the Military Testing Association. Da Hilersum, Netherlands. Contact: Paul B. Van Ray, 001-31-35254333.
- Nov. 2-5 Annual Convention of the American Evaluation Association. Boston, MA. Contact: John McLaughlin, (804) 225-2089.

### 1995

- Feb. 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, FL. Contact: SIOP, (708) 640-0068.
- June 4-6 Annual Conference of the American Society for Training and Development. Dallas, TX. Contact: ASTD, (703) 683-8100.

- June 25-28 Annual Conference of the Society for Human Resource Management. Orlando, FL. Contact: SHRM, (703) 548-3440.
- June 25-30 Annual Conference of the International Personnel Management Association Assessment Council. New Orleans, LA. Contact: IPMA, (703) 549-1700.
- 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 Behavioral Sciences, Macquarie University, NSW 2100, Australia.
- July 22-26 Annual Conference of the American Society for Public Administration. San Antonio, TX. Contact: ASPA, (202) 393-7878.
- Aug. 11-15 Annual Convention of the American Psychological Association. New York, NY. Contact: APA (202) 336-6020.
- Aug. 13-17 Annual Convention of the American Statistical Association. Orlando, FL. Contact: ASA, (703) 684-1221.
- 1996**
- April 25-28 Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP (708) 640-0068.





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### **NEEDED: New SIOP Administrative Office**

The SIOP Executive Committee is seeking an individual or firm who is interested in housing and managing the Society's Administrative Office. The Administrative Office receives a negotiable monthly stipend to cover personnel costs. Office supplies, postage expenses, printing, etc. are invoiced and reimbursed on a monthly basis by the Society.

The primary duties of the Administrative Office are as follows. The office receives about 20 phone calls each day, most of which require follow up of some type. A response to written and oral requests for publications, membership materials, and miscellaneous information also involves a minimum of six hours per week. The membership and **TIP** subscriber databases must be updated daily.

The Administrative Office processes and tracks membership and foreign affiliate applications and makes the decision to accept or reject student affiliates based on specific guidelines. Approximately 50 students are accepted into SIOP monthly.

Letters are prepared and distributed by the Administrative Office, including membership acceptance, APA Division Interest forms, membership verification, and several others. Overdue invoice notices must be sent out regularly. Membership dues statements must also be prepared and distributed annually to approximately 5500 members and affiliates. Late payment notices follow these statements by about two months. Mailing labels are generated on both a regular basis and in response to special requests. Invoices must be properly processed and records must be diligently maintained to ensure that accurate and detailed account information is submitted to the Financial Officer.

Annual duties are also coordinated with the SIOP Secretary, including nomination and ballot mailings, Executive Committee reports and Minutes of meetings, among others. Placement and invoicing of **TIP** advertising is handled quarterly by the Administrative Office. The organization and printing of both new and revised publications are also the responsibility of the Administrative Office, including the SIOP Membership Directory. Various other duties are handled through the office, including those associated with the annual conference. The prospective office should expect expanded duties as the membership increases.

Basic requirements for the Administrative Office include:

- Computer and printer. The Society membership and **TIP** database are currently in Microsoft's FOXPRO 2.5 with Windows. A MS-DOS operating system, version 3.1 or later, is required and at least 640K of memory.
- WordPerfect, version 4.2 or later.

- A single telephone line.
- A FAX machine.
- A copying machine.
- Ability to open a savings account.
- Capability of interacting with printers on a regular basis.
- Ample storage for files and surplus publications.

A Request for Proposal (REP) has been prepared outlining more specifically the requirements and duties of the administrative office. **The due date for receiving completed proposals is 20 January 1995.** Parties interested in bidding on this work should request in writing to receive a copy of the RFP. Send requests for RFPs to: **Jennifer Rinas, SIOP Administrative Office, 657 East Golf Road, Suite 309 Arlington Heights, IL 60005.**

### WRITTEN A GOOD BOOK LATELY?

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## Calls and Announcements

### NOTICE: Sackett Paper on Score Adjustment Dianne C. Brown, Science Directorate

The white paper that the Science Directorate commissioned from Paul Sackett, *Within-group Norming and Other Forms of Score Adjustment in Pre-employment Testing*, announced in the July **TIP**, has taken a different path. Original APA plans to print and distribute copies of the paper have now changed since the paper will be published in full in the October issue of the *American Psychologist*. The same issue will also feature an article by Linda Gottfredson, highlighting another point to APA for a copy of Dr. Sackett's paper, you should have received notice of the paper appearing in the *American Psychologist*.

### 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 addressees 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.

Please respond by December 1, 1994 to be included in the new manual.

**METROPOLITAN NEW YORK ASSOCIATION  
FOR APPLIED PSYCHOLOGY**

**PROGRAMS FOR  
NOVEMBER, 1994 - JANUARY, 1995**

DATE	SPEAKERS
November 14	David Noer
December 8	Richard Hackman
January 19	Marv Dunnette Leaetta Hough

**NOTE:** All meetings will be held at the Grand Hyatt Hotel at 42nd Street and Lexington Avenue, New York City and will begin at 6:00 P.M. Guest fees—\$25.00 (students \$15.00).

**OFFICERS FOR 1994-1995**

<i>President</i>	<i>Vice President</i>	<i>Treasurer</i>	<i>Secretary</i>
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<i>Dir., Professional Development</i>	<i>Dir., Placement</i>	<i>Editor, MetroNews</i>
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For membership information write to: Dr. Anthony Zinsser,  
252 Warren Street, Brooklyn, NY 11201

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Hotel Nikko, Potts Point, Sydney  
14-16 July 1995**

Attracting major international and local speakers, this is the first conference of its kind to held in Australia. The conference aims to provide researchers and practitioners in industrial and organisational psychology with an opportunity to hear about and discuss issues and developments in the field.

Major topics include training, selection, organisational culture, organisational change and development, career planning, ergonomics, managerial decision making, multicultural issues in the workplace amongst others. Pre-conference workshops, poster sessions, and round-table discussions will complement an engaging programme of key-note addresses and symposia.

For registration details, contact:

Inaugural Australian Industrial & Organisational Conference  
Australian Psychological Society  
P.O. Box 126, Carlton South  
Victoria 3053 Australia  
Phone: +61 3 663 6166  
Fax: +61 3 663 6177

If you would like to contribute please contact:

Professor Beryl Hesketh  
School of Behavioural Sciences  
Macquarie University  
NSW 2109  
Australia  
Phone: +61 2 850 8067  
Fax: +61 2 850 8062  
e-mail: Bhesketh@bunylp.bhs.mq.edu.au

**THE 1995 IO/OB GRADUATE STUDENT CONFERENCE  
WORKPLACE 2000: SUCCESS IN A CHANGING ENVIRONMENT**

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

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

## POSTDOCTORAL RESEARCH SUPPORT

**THE RADCLIFFE RESEARCH SUPPORT PROGRAM** offers small grants of up to \$5,000 to post-doctoral investigators for research drawing on the center's data resources. Funds are provided for travel to the center, duplicating, computer time, assistance in coding data, and other research expenses. **The deadlines are October 15 and April 15.**

**THE JEANNE HUMPHREY BLOCK DISSERTATION AWARD PROGRAM** offers a grant of \$2,500 to a woman doctoral student. Proposals should focus on sex and gender differences or some developmental issue of particular concern to girls or women. Projects drawing on center data will be given priority, although this is not a requirement. **The application deadline is April 1.**

**THE HENRY A. MURRAY DISSERTATION AWARD PROGRAM** offers grants of \$2,500 to doctoral students. Projects should focus on some aspect of "the study of lives," concentrating on issues in human development or personality. Priority will be given to projects drawing on center data. **The application deadline is April 1.**

**THE VISITING SCHOLARS PROGRAM** offers office space and access to the facilities of Radcliffe College and Harvard University each year to six to eight scholars who wish to investigate some aspect of women and social change or the study of lives over time. The program does not include a stipend. However, applicants planning to use center data may apply to the Radcliffe Research Support Program. **The application deadline is March 1.**

For more information, contact the grants administrator at: **RADCLIFFE COLLEGE, Ten Garden Street, Cambridge, Massachusetts 02138, The Henry A. Murray Research Center: A Center for the Study of Lives. (617) 495-8140 FAX (617) 496-3993.**

### CALLS FOR PAPERS

#### 1995 HUMAN RESOURCE PLANNING SOCIETY RESEARCH SYMPOSIUM

*Building Competitive Advantage Through Effective and  
Efficient Human Resource Practices*

Cornell University  
Ithaca, New York  
June 13 - 16, 1995

As part of its program for 1995, the Human Resource Planning Society Research Committee is supporting a symposium on "Building Competitive Advantage Through Effective and Efficient Human Resource Practices." The Scientific Director of the meeting is Dr. Karl F. Price, Towers Perrin.

This symposium is aimed at providing written papers and discussion on strategic human resource applications that lead to the creation of competitive advantage and ultimately, organizational success. While case studies of applications are encouraged, emphasis will be on the evaluation of applications to demonstrate their impact on organizational performance. Papers presented by joint academic-practitioner teams are strongly encouraged. Selected papers will be published in a conference proceedings.

This is to be a meeting primarily for those presenting invited and contributed papers and for members of the Human Resource Planning Society. Attendance will be limited to available space for approximately 100 people.

This solicitation is a call for papers. A separate notice will be sent concerning details of participation in the meeting.

#### Abstract Requirements

Organizational practitioners and researchers from all segments (i.e., corporate, union, academic and government) of the human resource professional community worldwide are invited to submit abstracts to the considered for participation in the symposium. The titles and abstracts of proposed papers should be submitted no later than November 1, 1994. For more information and the form to be submitted with proposals, contact: **Dr. Karl F. Price, Towers Perrin, Centre Square East, 1500 Market Street, Philadelphia, PA 19102. USA.**

### CALL FOR PAPERS

#### Work Team Leadership

The Center for the Study of Work Teams will sponsor the third annual University of North Texas Symposium on Work Teams in June, 1995. Ten researchers studying work teams will be invited to present major conceptual/theoretical papers on leadership in work teams at the symposium. The ten papers will later be collected into an edited book to be published by JAI Press in our series *Advances in Interdisciplinary Studies of Work Teams*. Discussants for the papers will be invited from industry to add an applied focus to the academic proceedings. For consideration as a presenter send papers by March 1, 1995 to: **Dr. Michael Beyerlein, Director; Center for the Study of Work Teams; Department of Psychology, University of North Texas, Denton, TX 76203-3587.**

## DIVERSITY FORUM

### MAKING DIVERSITY AN INTEGRAL PART OF THE STRATEGIC MISSION OF THE BUSINESS SCHOOL

The commonality of interest in workforce issues between corporations and management educators requires a focused examination of diversity concepts and institutional change efforts to create a more inclusive environment in the business world. Corporations require business school graduates well versed in diversity issues. Integrating diversity as a central component of the business school mission is essential to meet the managerial and leadership demands of today's corporate culture.

Academic experts, together with corporate presenters, will lead discussions on why diversity is a key issue for management educators. Other sessions will define diversity competencies, debate the merits of diversity in the curriculum as a separate course of integrated throughout all courses, and cover student co-curricular activities related to diversity.

#### BENEFITS FOR PARTICIPANTS

- Network with leading diversity scholars and corporate practitioners
- Learn how one school has initiated institutional change to create a more inclusive environment
- Compare successful models of business school basic and advanced diversity courses
- Secure diversity resources
- Receive updates on AACSB workforce diversity legislative initiatives

On-site registration is Thursday, December 1, from 3 to 5 p.m. Program concludes with a luncheon on Saturday, December 3, at noon. Details on optional post-program activities will be mailed upon receipt of completed registration. For more information, call The Staff Associate-Meetings, AACSB, at 314-872-8507, ext. 245.

KPMG Peat Marwick, where most of the sessions will be held, will host the seminar. Conference lodging and selected activities will be held at the Woodcliff Lake Hilton, located only minutes from the KPMG Peat Marwick headquarters. Preferred room rate for Diversity Forum attendees is \$88 single or double. The hotel is located at 200 Tice Boulevard, Woodcliff Lake, NJ 07675; telephone 201-391-3600; fax 201-391-4286. For reservations, call toll-free 1-800-445-8667 and identify yourself as a KPMG Peat Marwick AACSB Diversity Forum participant.

### Award Announcement: Center for Creative Leadership "Best Paper Awards" for *The Leadership Quarterly*, 1990-1993

Francis J. Yammarino, *Senior Editor, The Leadership Quarterly*  
and  
Walter W. Tornow, *Vice President, Research & Publication,*  
*Center for Creative Leadership*

As part of the recently announced joint awards program between the Center for Creative Leadership (CCL) and *The Leadership Quarterly (LQ)*, an annual CCL "Best Paper Award" for articles published in *LQ* will be presented. For the inaugural presentation, CCL has agreed to sponsor both a "Best Paper" and a "Runner-Up" award for Volumes 1 to 4 (1990-1993) of *LQ*. Both awards include an appropriate citation, \$1,000, and travel expenses to CCL for presentation of the award.

We are pleased to announce the following award winners:

- Center for Creative Leadership "Best Paper Award" for *The Leadership Quarterly*, 1990-1993, is presented to Dov Eden (Tel Aviv University) for his paper entitled, "Leadership and Expectations: Pygmalion Effects and Other Self-Fulfilling Prophecies in Organizations" (1992, Vol. 3, No. 4, pp. 271-305).
- Center for Creative Leadership "Best Paper Runner-Up Award" for *The Leadership Quarterly*, 1990-1993, is presented to Francis J. Yammarino, William D. Spangler, and Bernard M. Bass (State University of New York at Binghamton) for their paper entitled, "Transformational Leadership and Performance: A Longitudinal Investigation" (1993, Vol. 4, No. 1, pp. 81-102).

#### Balancing Work and Personal Life

Many employers question the value that work-family programs can add to their organizations. Unfortunately, there exists little research to guide organizations. I'm conducting a study on the impact of organizational resources and support for helping employees balance work-life needs to address these issues. If you or your organization would like to participate in this study, you will, in return, receive benchmarking data on the perceived role and impact of work-family benefits on important organizational outcomes. If you are interested, please call **Laura Gooler** from the Baruch College I/O psychology department at 212-622-9849 or fax: 212-622-8724.

## POSITIONS AVAILABLE FOR DOCTORAL AND MASTERS LEVEL PSYCHOLOGISTS / CLINICIANS

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

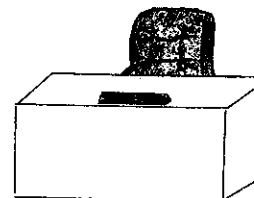
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## Positions Available



**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 and 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

- Journal of Occupational and Organizational Psychology  
(formerly Journal of Occupational Psychology)

Contents of Volume 67, Part 3, September 1994

Rater training for performance appraisal: A quantitative review — David J. Woehr & Allen I. Huffcutt

The effect of work dimensions and need for autonomy on nurses' work satisfaction and health — Jan A. Landeweerd & Nicole P. G. Boumans

Reducing accidents using goal setting and feedback: A field study — M. D. Cooper, R. A. Phillips, V. J. Sutherland & P. K. Makin

The structure of office workers' experience of organizational environments — Ian Donald

A causal modelling test of the relationship between Chief Executive Officer experience and corporate strategy — Michael White, Richard Tansey & Mark Smith

Book reviews

The Journal of Occupational and Organizational Psychology (ISSN 0963-1798) is published four times a year and edited by Prof. Anthony Keenan (Heriot-Watt University, Edinburgh). 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.

Subscriptions and inquiries to  
The British Psychological Society  
The Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN, UK.

recommendation to: **Deborah Uher, Ph.D., BellSouth Corporation, Room 13E02, 1155 Peachtree St., N.E., Atlanta, GA 30309.**

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**INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST.** The Psychology Department of the University of South Florida is seeking candidates for a tenure-track Assistant Professor position (contingent on funding) to begin August 1995. The department has 7 full-time I/O faculty members and a thriving graduate program in I/O. The University of South Florida is a growing research and teaching-oriented institution with more than 33,000 students. It is situated just north of Tampa and close to St. Petersburg and Clearwater. Applicants must possess a Ph.D. in psychology and expertise in I/O. A preference is for candidates to have special interests in organizational topics, particularly groups, teams and/or organizational development. Anticipated responsibilities include teaching graduate and undergraduate I/O courses and supervising graduate students' thesis and dissertation research.

The successful candidate will have a strong commitment to the highest quality research and to excellence in undergraduate and graduate teaching. Salary is competitive and commensurate with qualifications and experience. Deadline for receipt of applications is 15 December 1994.

Send letter of application with statement of research and teaching interests, vita, 3 letters of reference, and reprints/preprints or other reports to: **Walter C. Borman, Ph.D., Department of Psychology BEH 339, University of South Florida, 4202 East Fowler Avenue, Tampa, Florida 33620-8200.** The University of South Florida is an Equal Opportunity/Affirmative Action/Equal Access Employer. Women and minorities are strongly encouraged to apply. Applicants who need a reasonable accommodation because of a disability in order to participate in the application/selection process, must notify Dr. Borman at the above address five days in advance of a visit.

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**PERSONNEL SELECTION INTERNSHIP.** GTE Telephone Operations is seeking candidates for two Personnel Selection internship positions to be located at GTE Telephone Operations Headquarters in Irving, TX and GTE Data Services in Tampa, FL. The positions will provide the opportunity to gain experience in a large organization and to become an active participant in a human resources team. The intern will assist test development professionals in planning and carrying out content and/or criterion related test development and validation projects, writing technical reports, and participating in other related projects.

Candidates should be advanced Ph.D. students in I/O psychology (3rd or 4th year) or have a Master's degree in I/O psychology. In-depth knowledge of

job analysis and employment test development and validation (e.g., structured interviews, competency tests, skills test, etc.) including knowledge of current legal issues in employment testing is required; practical experience in these areas is highly desirable. A solid background in psychometrics and related statistical techniques is essential. Candidates must be able to cooperate in team efforts, have solid organizational skills, and have strong interpersonal and communication skills.

These internships are a full-time position starting in January, 1995 with a duration of 4-6 months. Interested individuals are invited to submit a resume, references and a listing of relevant course work to: **Jeanne Michalski, Ph.D., Manager-Continuity Planning and Performance Management, GTE Telephone Operations, 700 Hidden Ridge, HQW01J41, Irving, TX 75038.** GTE is an Equal Opportunity Employer.

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**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST.** Acumen International develops computerized assessment and feedback programs used for individual and organizational development. We are seeking a creative Ph.D. I/O Psychologist who has a strong background in assessment, with an emphasis on training & development and/or performance appraisal/management. Candidate must have good writing and quantitative skills. Job duties include researching and developing new assessment instruments, writing feedback reports, and consulting with clients. Acumen International is an employee-owned company located in a very attractive area north of San Francisco. Send letter of interest and resume to: **John J. Hudy, Ph.D., Research and Development, Acumen International, 3950 Civic Center Drive, Suite 310 North, San Rafael, CA 94903. NO PHONE CALLS PLEASE.**

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**GEORGE MASON UNIVERSITY, PSYCHOLOGY DEPT.:** Seeks candidates for a tenure-track position in **Industrial/Organizational psychology.** Rank open. Candidates should have a well-defined program of research and demonstrated capacity to provide leadership in any specialty area of I/O psychology. Strong expertise in quantitative methods is especially desirable. Candidates should demonstrate an ability for high quality graduate and undergraduate teaching and the potential to gain external funding. Candidates should be experienced and willing to participate in changes in educational program development and delivery.

The Psychology Department has 30 full time faculty; Ph.D. programs in industrial/organizational, human factors, applied developmental, and clinical psychology, and a large undergraduate program. GMU is located in Washington, D.C. metropolitan area, which provides numerous cultural

opportunities and convenient access to many research organizations and government agencies.

Candidates should send a vitae and request three reference letters be sent to **Dr. Edwin A. Fleishman, MAIL STOP 3F5, George Mason University, 4400 University Dr., Fairfax, VA 22030-4444. Review of applicants begins on Dec. 1, 1994, and will continue until the position is filled. George Mason University is an Equal Opportunity/Affirmative Action Employer Organization.**

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#### **ORGANIZATIONAL BEHAVIOR POSITION ANNOUNCEMENT.**

The Center for Organizational and Behavioral Sciences of The Claremont Graduate School announces a search for a faculty position in organizational behavior beginning Fall, 1995. Rank is advanced assistant professor or higher.

Candidates should have research and teaching specialization in macro-level organizational behavior with a focus on instituting and evaluating organizational changes, particularly as these changes are related to such issues as the quality of work life, technological innovation, or Mexican and Latino organizations.

Candidates should have an active program of research and be an excellent teacher at the graduate level. Practical experience in organizational settings and administrative skills are desirable. Primary responsibilities include teaching, research collaborating, and supervising of theses, dissertations, and field projects for students interested in organizational behavior.

The Claremont Graduate School is a small, private post-baccalaureate institution located in a pleasant residential community in the foothills of the San Gabriel Mountains, 35 miles east of downtown Los Angeles.

Interested candidates should send a vita, examples of research publications, teaching evaluations, and reports of organizational change programs to: **Cherlyn S. Granrose, Ph.D., The Claremont Graduate School, Center for Organizational and Behavioral Sciences, 123 E. Eighth Street, Claremont, CA 91711-3980.**

Evaluation of candidates will begin on October 1, 1994 and continue until the position is filled.

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

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**LECTURER/SENIOR LECTURER IN PSYCHOLOGY.** Applications are invited for a Lectureship/Senior Lectureship in Industrial/Organizational Psychology, available from 1 February 1995. The appointee will contribute to both undergraduate and graduate teaching within the Department, and is

expected to conduct research in his/her specialty area. Teaching contributions will focus particularly on organization development, including organizational analysis, planning and implementing organizational interventions, empirical evaluation of intervention outcomes, and consultation practices and ethics. Some teaching in personnel psychology will also be expected. Qualification required is a PhD in Psychology, or equivalent.

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

The appointment is for a continuing position. The current salary range for Lecturers is NZ\$37,440–NZ\$49,088 per annum and for Senior Lecturers is NZ\$52,000–NZ\$67,080 per annum.

Inquiries of an academic nature may be made to **The Chairperson of Psychology, Dr. Michael O'Driscoll (tel. [64 7] 856 2889, fax [64 7] 856 2158, email: m.odriscoll@waikato.ac.nz).** Information on the method of application and conditions of appointment can be obtained from Personnel and Management Services, The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel. [64 7] 838 4003; fax [64 7] 856 0135; e-mail personnel@waikato.ac.nz). Applications quoting reference number A94/54 should reach Personnel and Management Services by **21 November 1994.**

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

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There is a masters level opening in Mexico City in the area of personnel selection. At the *Instituto Tecnológico de Teléfonos de México*, you will be responsible for a number of functions relevant to the field of industrial/organizational psychology: training needs analysis, training evaluation, personnel selection, internal staffing programs, etc.

This full-time position requires the selected candidate to live and work in Mexico City. Also, the nature of the work requires that the person selected be **100% fluent in Spanish** and that preferably he or she is of **Mexican nationality**. Interested individuals are invited to contact me at the following address or phone number: **James R. Kauffman, Jefe Divisional de Investigación y Desarrollo, Inttelmax, Paseo del Río No. 186 Col. Chimalistac, 01070 México, D.F., México. Tel: 011-525-326-5110, or 011-525-326-5118.**

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**FACULTY POSITION IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY.** The Department of Psychology at the University of



Minnesota seeks nominations and applications for a tenure-track or tenured faculty position in Industrial/Organizational Psychology at the level of Assistant or Associate Professor. **The appointment will be at the rank of either Assistant or Associate Professor, depending on the applicant's qualifications and experience, and consistent with existing Collegiate and University policies.** The position is supported by an endowment contributed by Lowell Hellervik and Personnel Decisions, Inc.

The position is intended to focus on the enhancement of individual performance, job satisfaction, occupation stability, and effective career progression. This is a broad perspective that includes such areas of research, theory, and practice as performance assessment, leadership, job design, motivation, training and instruction, problem solving and decision making, counseling and individual development, stress management, work group performance, and organization development.

Applications must have completed the requirements for the Ph.D. (in what area) by September 16, 1995 and have completed an exemplary research record that is commensurate with time since the Ph.D. The successful candidate will be expected to maintain a strong program of research, advise graduate students, teach courses, and contribute to the service needs of the department, college, and university. Salary will be competitive for positions of this nature. The Hellervik-PDI endowment offers significant research support for an initial term of three to five years with the possibility of an extension of such support for an additional three years. **This is a full-time, nine-month position.** Beginning date for this position is September 16, 1995.

Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness that might take the form of a brief narrative of teaching experience, student or peer evaluations, or summaries thereof, to: **Professor John Campbell, Department of Psychology, University of Minnesota, 75 E. River Rd., Minneapolis, Minnesota 55455-0344.** Applications must be received by January 2, 1995.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

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**Industrial/Organizational:** The Department of Psychology at Wright State University invites applications for one or more tenure-track positions at the level of assistant or possibly associate professor. Our program has been expanding in the areas of Industrial/Organizational and Human Factors Psychology. A doctoral degree program in these areas has recently been initiated with approval by the State of Ohio. Applicants for the position should

have a Ph.D. by the starting date, have research training and a productive, preferably fundable, research program in the areas of industrial or organizational psychology. For one of the positions, preference will be given to candidates who use and can teach multivariate techniques at the graduate level. Excellence in both teaching and research is expected of all faculty. Applicants should send a *curriculum vitae* and have three letters of recommendation sent to: **Dr. Joan Rentsch, Chair, Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435.** Formal review will begin December 3, 1994, but new applications will be fully reviewed until the position is filled. Wright State University is an Equal Opportunity/Affirmative Action employer.

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**Industrial/Organizational Psychology, The Department of Psychology, Illinois Institute of Technology.** The Department of Psychology at IIT is seeking to fill two tenure-track positions for either Spring 1995 or Fall 1995. One is a senior position at the *associate or full professor* level, and the other at the *assistant professor* level. Applicants are expected to have completed a Ph.D. before the beginning of the appointment. One position requires expertise in Organizational Psychology. Area of specialization is open, but expertise in motivation and/or job attitudes is desired. The second position requires expertise in Personnel Psychology, particularly performance appraisal and/or personnel decision making (e.g., utility analysis). Applicants at both levels are encouraged to apply for both areas. Candidates should demonstrate interest in: 1) developing or conducting programmatic research, 2) teaching primarily at the graduate level, and 3) supervising both M.S. and Ph.D. level research. The I/O program at IIT maintains a strong quantitative emphasis, and the program requires students to take courses across a variety of topics in traditional Industrial and Organizational areas. The preferred candidates for these positions should have a strong quantitative background and relevant teaching and work experience. Graduate training in the department's three graduate programs (I/O, Clinical, and Rehabilitation Psychology) follows a scientist-practitioner model. The department has close affiliations with many Chicago-area companies and organizations, providing consulting opportunities, and ensuring that students have field experiences during their degree progress. Applicants should send a letter of application, vita, three letters of recommendation, and selected publications to: **Scott Morris, I/O Search Committee, Department of Psychology, Illinois Institute of Technology, Chicago, IL 60616. Email: PSYCHMORRIS@minna.acc.iit.edu.** Review of applicants will begin November 15 and continue until the positions are filled. IIT is an Equal Opportunity/Affirmative Action Employer, M/F/H/V.

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**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 December 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.**

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.

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**MASTER'S LEVEL I/O PSYCHOLOGIST/CONSULTANT POSITION.** Come live in the Denver, Colorado metro area and work for a small, progressive, exciting and fast paced I/O consulting firm. CWH Research includes one Ph.D., 3 master's level psychologists, a client services manager and one clerical person. This is an opportunity to demonstrate your project management, test and assessment center development skills while learning with a team of hard working, fun colleagues. We work in an informal environment situated on a 5 acre lot less than 30 minutes from downtown Denver. CWH Research works with both public and private organizations in the areas of written and physical ability testing, statistical validation, assessment centers, job re-engineering, surveys and job analysis. The successful candidate will have exceptional interpersonal, organizational and project management skills, as well as demonstrated superior written and oral communication abilities. You must be prepared to assume total project responsibilities in personnel selection or job re-engineering after initial mentoring and guidance from current staff. You must be highly motivated and be able to work independently, as well as manage multiple project timeliness. A minimum of 2 years project management experience and a master's degree are required. Microsoft Word for Windows or comparable word processing proficiency is highly desirable. Exceptional ability in data management and

statistical analysis using SPSS software will greatly enhance your chances of being selected. Job re-engineering project experience is also highly desirable. Send cover letter, resume and salary history (ASAP but no later than Nov. 30, 1994) to: **DR. CHRIS W. HORNICK, PRESIDENT, CWH RESEARCH, INC., P.O. BOX 313, PARKER, CO 80134.** Equal opportunity employer: minority applicants are strongly encouraged to apply.

## CONSUMER RESEARCH POSITION

**Responsibilities:** Conduct studies of the opinions, attitudes, values and behaviors of insurance company policyholders and the general public.

**Requirements:** Prefer individual possessing consumer research background with academic degree and/or experience in consumer research, consumer psychology, consumer behavior or related field. Must have quantitative research orientation and knowledge of multivariate statistics.

This position is located in Bloomington, Ill. Title and salary depend on qualifications.

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## ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

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

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

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One page	\$270	\$200
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#### PLATE SIZES

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

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