

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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

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Comments by Tom Ramsay
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This is *TIP* A User-Friendly Guide to *TIP*

Hi-Ho, Hi-Ho, It's off to SIOP we go:

Bill Macey's conference overview on pp. 11
 Descriptions on continuing education workshops on pp. 26
 Job placement info on pp. 44
 Clip and save coupons on pp. 19
 Plus registration forms like you won't believe

Whistle While You Work? You will when you read:

Allan Church's look at personality theory and practice (pp. 71)
 Tom Baker's Practice Network (pp. 77)
 Karen May's biography of Wally Borman (pp. 52)
 How a group of Texas I/O psychologists formed their
 own association (pp. 90)

Blinded by Science? See the following commentaries:

Nine Rules for Doing Ability Research (pp. 64)
 Comments on Banding (pp. 93)
 Carroll Shartle's obituary (pp. 69)

And, For All You Do, This Society's For You:

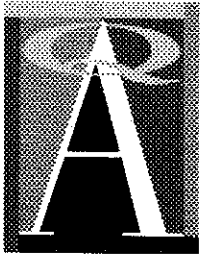
Wally Borman's president's message (pp. 7)
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A Message From Your President

Walter C. Borman

Just got back from Orlando where the Society Conference Committee conducted a site visit. I think (hope) you're going to like the facilities. The Hilton at Walt Disney World Village has plenty of space for our workshops and conference sessions. We will almost totally take over the hotel so we should get plenty of attention from the hotel staff (also, little chance of another Jester episode). **Bill Macey** continues to do a great job of planning the Conference. **Jack Kennedy**, as Conference Registration Chair, and **Ed Salas**, Local Arrangements, are working very hard to make this meeting run smoothly.

Regarding the "meat" of the Conference, **Cathy Higgs** and her committee have a terrific set of workshops for us. **Ann Marie Ryan** and her mega-committee are reviewing the many submissions for the program. Unofficial word is that there are many fine proposals. I look forward to seeing the program.

Donna Denning's little experiment two years ago with a job placement service has grown into a major conference activity. It's been so popular with many of our members that Donna is expanding the service again this year, and we hope to be even more responsive to both job seekers and employers.

Thanks again to "all of the above" for your skilled and hard work for the Conference and the Society.

Let me now bring you up to date on some other Executive Committee and SIOP activities. The Licensure Task Force, headed up by State Affairs Chair **Jay Thomas**, issued a preliminary draft report at our September Executive Committee meeting. We reviewed the draft, made several suggestions, and asked Jay to get back to us at our next meeting (in early February). Thanks to Jay and his task force for a very good effort toward a document we hope will help our membership with this licensure issue. We realize SIOP members have differing views of what the Society should do regarding this issue, but our overriding concern is to update SIOP's position on licensure in reaction to recent regulatory trends in order to be more helpful and to better support our members facing licensing problems in their states.

The request for proposals for the SIOP office is out and responses are due January 20th. We will review the proposals and make a determination soon so

that we can have a smooth transition from the **Bill Macey/Jennifer Rinas** era to the new office site.

We are working with APA to obtain a more favorable (501 c.3) tax status for SIOP. This will do two things. First considerable cost savings will be realized for mailing **TIP**. Second, and more importantly, gifts to SIOP will be tax deductible for donors. I see this as an exciting opportunity to (potentially, at least) increase the scope of what we might be able to do for our members if we receive such gifts. **Elaine Pulakos** is taking the lead on this initiative. APA's General Counsel, **Jim McHugh**, is giving us a considerable amount of free consultation on this. (Elaine on the other hand is billing us for her time.) Not really. Thanks to Elaine and Jim for this potentially important effort.

Please note the announcement of the proposed bylaws change you will be voting on at the Business Meeting in Orlando. It follows this column. **Susan Palmer** has worked hard on this, and we believe that combining the External Affairs and Professional Affairs Committees into a single strong Committee on Professional Practice is good for SIOP (even SIOP is downsizing!).

I should also mention that **Mike Coover** has agreed to take over the **TIP** editorship from **Kurt** (one-more-to-go) **Kraiger**. Mike has special expertise in computers and should help move **TIP** publishing in the direction of a more high-tech operation. Join us in thanking Kurt for a job very well done.

Finally, my survey was somewhat late getting out, but I hope you have completed it by the time you read this. Your answers are very important and I thank all of you who conscientiously responded. If you have yet to complete the survey, please take the time to fill it out and return it very soon. I can still include you in some of the analyses.

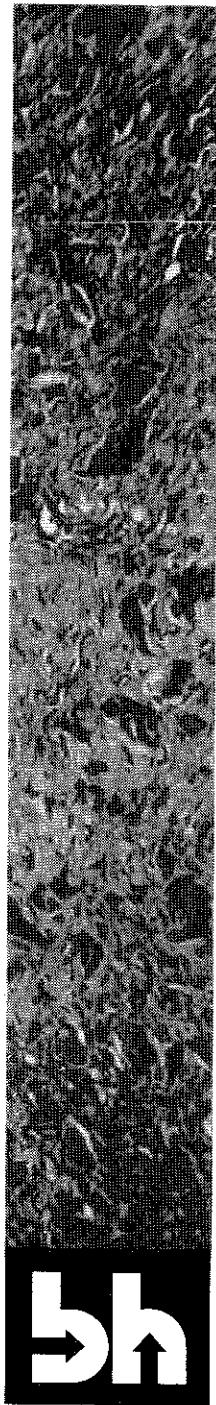
COMMITTEE ON PROFESSIONAL PRACTICE

BYLAWS CHANGES TO BE VOTED ON AT 1995 ANNUAL BUSINESS MEETING

- **Revise Article VII, Section 1. — Committees.**
 - Delete External Affairs and Professional Affairs from list of standing committees.
 - Add Professional Practice to list of standing committees.
- **Delete current Article VII, Section 7. Add new Article VII, Section 7.**
 - Delete description of External Affairs Committee.
 - Add description of Committee on Professional Practice.

"The Committee on Professional Practice shall promote the interests of the Society and its members by concerning itself with matters of professional practice and by developing relationships with other professional groups, business and government leaders, and the public in general in order to advance the professional practice of industrial and organizational psychology. Specifically, the Committee on Professional Practice shall concern itself with gathering information and responding to issues that could impact the professional practice of industrial and organizational psychology. In addition, the Committee shall concern itself with promoting the efforts and activities of the Society and its members as they relate to the advancement of the professional practice of industrial and organizational psychology."

- **Delete Article VII, Section 9. Renumber Article VII, Sections 10-21.**
 - Delete description of Professional Affairs Committee.
 - Renumber Sections 10-21 to be Sections 9-20.



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SIOP 10th ANNUAL CONFERENCE HILTON AT WALT DISNEY WORLD VILLAGE MAY 19-21, 1995

Would you believe that the 10th Annual Conference is upon us! I was rummaging through some archived materials the other day, and came across one of the lapel buttons used to promote the first SIOP conference in Chicago. Some of you may remember that Stan Silverman handed the buttons out at the Division 14 business meeting held at the APA convention in Los Angeles. At the time, there wasn't any clear consensus regarding what would happen, so the Conference Steering Committee was doing all that it could do to promote the conference while at APA. Thanks to Stan, Ron Johnson and their respective steering committees, the conference continued to be an enormous success. In fact, since 1986, conference attendance has nearly tripled, so something must be going right! Based upon my conversation with a fairly large number of colleagues, it would seem that attendance in Orlando will continue the trend. So make your plans now!

Hotel Registration

Hotel registration information can be found in this issue of **TIP**. As veteran attendees know, our room block fills quickly, so make your reservations early. The conference rate is in effect until April 18, 1995. Reservations made after this date will be assigned based upon availability at the hotel's prevailing published rate. Also note that reservations will be confirmed with a first night deposit. Reservations not cancelled five days prior to arrival will forfeit deposit.

Conference Registration

Pre-registration will close on April 14, 1995. Conference registration will be at the SIOP registration desk which is located on the main floor (ground level) of the hotel across from the International Ballroom. You can find Jack Kennedy and the registration committee right past the entrance to the pool and deck area.

Pre-Conference Workshops

Please read Cathy Higgs' article elsewhere in this issue of **TIP**. Once again, Cathy and the Workshop Committee have put together an outstanding set of choices representing the full range of interests in the field. Few other professional development opportunities compare, so plan to take advantage of the day. Note that the pre-registration deadline for the workshops is March 31, 1995, which is different than the Conference Registration deadline.

Program

Ann Marie Ryan and the Program Committee have put together a program where the number of attractive program sessions will again compete for your interests. As in previous years, the program will begin on Friday morning and extend through mid-afternoon on Sunday.

Job Placement Services

The demand for placement services was quite evident in Nashville. Therefore, Donna Denning is planning on offering expanded services. Look for information on the details of hours and registration in this issue of **TIP**. Note also that on-site registration for placement services will not be held at the conference registration desk, but separately at Job Placement Services.

Transportation

The planning committee has made arrangements with Delta Airlines to facilitate travel to the conference. Delta is offering special discounts to Conference attendees traveling within the USA, Canada, San Juan and the Virgin Islands. To take advantage of these discounts, please call 1-800-241-6760 between 8:00 am -11:00 pm daily. Alternatively, you can 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.

Special travel arrangements have also been made with Mears Transportation Company, who provides shuttle services between the airport and the hotel. A coupon is included in this issue of **TIP**, and provides a \$3 discount off regular round trip fares. All that is required is that you present the coupon when you arrive at the shuttle and pay the difference between the regular and discounted fee. Shuttles leave every 20 minutes from the baggage claim area (Carousel #12). Return to the airport requires a reservation 24 hours in advance which can be made by calling Mears Transportation (407-423-5566).

Walt Disney World Ticket Arrangements

I owe special thanks to all who responded to our fax poll printed in the October issue of **TIP**. Based upon the preferences indicated in those responses, we have contracted with Walt Disney World for special purchase ticket arrangements. Order information is printed on the pages that follow. Please note that these specially priced combination tickets are only available by returning the form. These tickets represent special pricing and availability (those of you who have visited Walt Disney World will recognize that a two-day pass is not generally available at the park).

Child Care

SIOP is not providing or sponsoring child care arrangements. However, the Hilton at Walt Disney World Village offers licensed child care for children

ages 4-12 daily between 5 pm and 12 pm. I would advise making a reservation at the Concierge desk. This service, the "Vacation Station Kids Hotel" provides special supervised activities, video games, a soda shop and TV room. Daytime baby-sitting can also be arranged through the Concierge desk.

Other Attractions

The Orlando area has much more to offer than Walt Disney World. Eduardo Salas and his local arrangements committee will have information available at the Conference Registration desk. For those of you who would prefer to do more advance planning, I would recommend you call the Orlando/Orange County Convention & Visitors Bureau, Inc. (407-363-5871). They can provide an official visitors guide which gives detailed information regarding attractions and activities, dining, shopping, tours and other visitor services.

Questions???

If you have any questions about the 1995 conference, please don't hesitate to call me at 708-640-8820. Or, you can contact any member of the Conference 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). I'll look for you in Orlando!

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

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The deadline for advance registration is April 14, 1995. Anything received after this date will be held for on-site processing; on-site fees will apply.

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

■ **MAILING ADDRESS:** _____

City State Zip

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

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

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

■ **LUNCHEON ATTENDANCE** - The SIOP luncheon is included in your registration fee. It will be held on Saturday, May 20, at 12:30. Guest tickets for individuals who are not attending the conference may be purchased on-site. To help us plan, please let us know whether, at this point, you plan to attend.

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

Registration fees must be paid in U.S. currency.



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_____ Adult tickets @ \$110.60 = \$ _____

_____ Child tickets @ \$ 88.50 = \$ _____

Two-Day/All Three Parks Passport (Includes unlimited admission to MAGIC KINGDOM Park, EPCOT Center, Disney-MGM Studios.)

_____ Adult tickets @ \$ 73.70 = \$ _____

_____ Child tickets @ \$ 58.95 = \$ _____

Postage & Handling \$ 2.00

Price listed includes tax. TOTAL \$ _____

Please return completed form and payment by **APRIL 13, 1995** to WALT DISNEY WORLD Ticket Mail Order / P.O. Box 10030 / Lake Buena Vista, FL 32830. Allow 2 weeks for delivery. **Tickets Valid Only May 13-28, 1995.**

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1995 SIOP CONFERENCE PROGRAM

**Ann Marie Ryan
Bowling Green State University**

We received many outstanding submissions for the 1995 Conference and the Program Committee was forced to make some tough decisions. We received 397 poster submissions, an increase of over 50 from last year. Symposia, panel discussion, forum and other submission numbers remained constant, with a total 168. With such competition, you can be assured that the program in Orlando is of the highest quality. Highlights include sessions on 360-degree feedback, teams, re-engineering, personality and structured interviews.

The Program Committee did a terrific job of reviewing submissions in a short time period. We had 193 individuals reviewing submissions this year. I would like to offer my appreciation for their hard work: George Alliger, Maureen Ambrose, Marcia Andberg, Steven Ashworth, Daniel Averbek, Bruce Avolio, Roya Ayman, Peter Bachiochi, David Baker, Rodger Ballentine, Murray Barrick, Terry Beehr, Rabi Bhagat, Barry Blakley, Mark Blankenship, Caryn Block, Mike Brannick, Eric Braverman, Arthur Brief, Gary Brumback, Stephane Brutus, Jane Bryan, Mike Burke, Ronald Burke, James Campion, Ken Carson, Gary Carter, Steven Cesare, Matthew Champagne, Peter Chen, Allan Church, Maryalice Citera, Scott Cohen, Adrienne Colella, Jim Conway, Paul Cook, Colin Cooper, Jose Cortina, Don Cosgrove, Michelle Crosby, Ralph Cummings, David Day, Robert Delprino, Kenneth DeMeuse, Thomas Dougherty, Dennis Doverspike, Ronald Downey, Beverly Dugan, David Dye, Jack Edwards, Sheri Feinzig, Philip Ferrara, Ilene Gast, Robert Gatewood, Wade Gibson, Stephen Gilliland, Sonia Goltz, Greg Gormanous, Robert Gregory, William Grossnickle, Nina Gupta, Sigrid Gustafson, Ruth Haas, Rick Hackett, Jane Halpert, Leslie Hammer, Michael Harris, Donald Harville, Neil Hauenstein, Emily Hause, John Hawk, Jerry Hedge, Rebecca Henry, Sarah Henry, Scott Highhouse, Calvin Hoffman, Joyce Hogan, George Hollenbeck, R. James Holzworth, David Hyatt, Keith James, Steve Jex, Debra Steele Johnson, Robert Jones, Tanny Joyce, Ira Kaplan, John Kennedy, Mary Kernan, Pam Kidder, Deirdre Knapp, Laura Koppes, David Kravitz, Helene Krifcher Felber, Tara L'Heureux, Dan Landis, Stephen Laser, Jim Ledvinka, Tom Lee, Ira Levin, Paul Levy, Rodney Lowman, Therese Hoof Macan, Chuck Mac Lane, Karen Maher, Philip Manhardt, Richard Martell, Scott Martin, Thomas Mason, Laura Mattimore, Joyce Mattson, Roger Mayer, Rod McCloy, Mike McDaniel, Jorge Mendoza, Mary Millikin-Davies, Robert Montgomery, Robert Morrison, Stephan Motowidlo, Michael Murphy, Jane Nebelung, Anne O'Leary-Kelly, Joe

Orban, Cheri Ostroff, Ronald Page, Ellen Papper, Mavee Park, Karen Paul, Jone Pearce, Ken Pearlman, Richard Perlow, Kalen Pieper, David Pollack, Gerald Quatman, Nambury Raju, Elizabeth Ravlin, Richard Reilly, Susan Reilly, Joan Rentsch, David Robinson, Steven Rogelberg, Joseph Rosse, Philip Roth, Henk Ruck, Joyce Russell, Ann Marie Ryan, Christopher Sager, Eduardo Salas, Juan Sanchez, Patricia Sanders, John Schaubroeck, Lisa Scherer, Jeff Schippmann, Mark Schmit, Connie Schroyer, Ken Schultz, Peter Scontrino, Comila Shahani-Denning, Rob Silzer, Allen Slade, Karen Slora, Carlla Smith, Mark Somers, Susan Stang, Alice Stuhlmacher, Kenneth Sumner, Felicity Tagliareni, Rick Tallarigo, Thomas Li-Ping Tang, Scott Tannenbaum, Rogers Taylor, Donna Thompson, Carol Timmreck, Wanda Trahan, Suzanne Tsacoumis, Janet Turnage, Robert Vance, Robert Vecchio, Connie Wanberg, Marie Waung, Murray Weaver, Sara Weiner, Larry Williams, Hilda Wing, Patrick Wright, Francis Yammarino, Seth Zimmer.

The Program Planning Subcommittee—Laura Desmarais, Harold Goldstein, Cal Hoffman, Laura Mattimore, Juan Sanchez—performed the difficult task of analyzing the reviewers' ratings and comments and making the final program selections. They also read a substantial portion of the submissions. Please be sure to thank them for their long hours when you see them at the conference.

I also have to thank all of those at BGSU who helped with processing submissions: Armen Asherian, Stephane Brutus, Anita Cowley, Brian Crewe, Lisa Friedel, Harold Goldstein, Gary Greguras, Susan Hahn, Jennifer Irwin, Doug Maynard, Glen O'Conner, Lisa Perez, Rob Ployhart, Chet Robie, Steven Rogelberg, Kay Sergeant, Will Shepherd, Todd Thorsteinson, Jennifer Woods, Brian Werner, Becca Wiley and Bill Balzer. The task took about 140 person hours and would never have been completed in a timely fashion without their help. Finally, Gary Gregarus deserves special recognition for assisting me with every aspect of the process.

REGISTRATION PRE-CONFERENCE WORKSHOPS

Please type or print clearly

Name: _____
Last First Middle

Job Title: _____

Mailing Address: _____
(Organization)

Zip + 4 _____

Bus. Phone: () _____ Home Phone: () _____

MEMBERSHIP STATUS: (check one only)

- _____ SIOP Member/Fellow _____ SIOP Student Affiliate
_____ APA/APS Member/Fellow/Student Affiliate
_____ Non-Member

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

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

Registration is by mail on a first-come, first-serve basis. Please note that advance mail registration will close on March 31, 1995. All registrations received after that date will be processed as on-site registrations.

- You must register for two workshops (no half days).
- Workshops fill up very quickly, so please list all five choices.
- Please forward a copy of your pre-conference workshop registration directly to the registrar **even if your organization is sending the check separately** (sometimes they don't send the form). Indicate on the copy of the form that your organization is paying. **Make sure your name is on the check** (sometimes organizations don't tell us who the registration money is for).
- Registrations by fax or telephone will not be accepted.

Cost (U.S. dollars):

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

\$355 - Members, Fellows and Student Affiliates of American Psychological Association (APA). American Psychological Society (APS).

\$410- Non-Members/Fellows/Student Affiliates of SIOP, APA, APS.

- Fee includes: All registration materials for two workshops, lunch, and social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.
- Please make check or money order payable in U.S. Currency to: SIOP Workshops. Payment must be made by check or money order. Credit cards cannot be accepted.
- Payment must be received in advance of the workshops or you will be expected to pay on-site by check.
- **Mail form and registration fee to:** John W. Fleenor, Ph.D.
SIOP Workshop Registrar
Center for Creative Leadership
One Leadership Place
P. O. Box 26300
Greensboro, NC 27438-6300
(910)288-7210, ext. 2946

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

Full refund (-\$60) - notification by April 20, 1995.

50% refund - notification by May 4, 1995.

Workshop Schedule

April 18, 1995

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

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS

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

Thursday, May 18, 1995

**Hilton at Walt Disney World Village
Orlando (Lake Buena Vista), Florida**

CONTINUING EDUCATION AND WORKSHOP COMMITTEE

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Jack W. Wiley
Patrick M. Wright
C. Michael York

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

WORKSHOPS

Hilton at Walt Disney World Village
Orlando (Lake Buena Vista), Florida

- Section 1** 360-DEGREE FEEDBACK INSTRUMENTS: BEYOND THEORY - David P. Campbell, Gordy Curphy and Tamara Tuggle
- Section 2** BECOMING A STRATEGIC PARTNER: THE ROLE OF HUMAN RESOURCE EXECUTIVES IN FIRM COMPETITIVE ADVANTAGE - Jay B. Barney
- Section 3** CORPORATE FINANCE FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGISTS - Jeffrey H. Netter
- Section 4** CULTURE CHANGE FIFTEEN YEARS LATER: A VIEW FROM THE FIELD - Hank Jonas and David B. Wagner
- Section 5** DESIGNING NIMBLE REWARD SYSTEMS - Gerald E. Ledford, Jr.
- Section 6** EFFECTIVE CUSTOMER SERVICE WORK ENVIRONMENTS: LESSONS LEARNED- Benjamin Schneider
- Section 7** INNOVATIONS IN EVALUATING TRAINING EFFECTIVENESS: COPING WITH ORGANIZATIONAL REALITIES - Scott I. Tannenbaum and George M. Alliger
- Section 8** NEW TECHNOLOGIES IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE PRACTICES - Steven D. Ashworth, Randall Overton and Harvey Harms
- Section 9** THE NUTS AND BOLTS OF BIODATA - Terry W. Mitchell and Garnett Stokes
- Section 10** PRACTICAL APPLICATIONS OF COMPETENCY ASSESSMENT - Lyle M. Spencer and Val J. Arnold
- Section 11** REENGINEERING FOR COMPETITIVE ADVANTAGE: CONCEPTS, CHALLENGES AND POTENTIAL PAYOFFS - Mitchell Lee Marks and Richard C. Hardin
- Section 12** SELECTING PEOPLE WITH PERSONALITY - Robert M. Guion and Mark J. Schmit
- Section 13** TRANSITIONING TO TEAM-BASED ORGANIZATIONS: OBJECTIVES, CHALLENGES AND SUCCESSES - J. James Baldes and M. Peter Scontrino
- Section 14** USING EMPLOYEE SURVEYS TO MAKE BREAKTHROUGH ORGANIZATIONAL CHANGE - Lise Saari and Carol N. Miller

SECTION 1 (Half Day)

360-DEGREE FEEDBACK INSTRUMENTS: BEYOND THEORY

David P. Campbell
Center for Creative Leadership

Gordy Curphy
Personnel Decisions, Inc.

Tamara Tuggle
Texas Instruments Incorporated

360-degree or multi-perspective feedback is an approach that has been gaining popularity in organizations over the years. The purpose of this workshop is to go beyond the theoretical underpinnings of these instruments and discuss: (1) target audiences; (2) implementation procedures and pitfalls; and (3) current and potential uses in individual, team, and organizational change and development initiatives. Specific approaches will be compared and contrasted, although the primary focus will be to help practitioners flawlessly implement and make the best use of different types of multi-rater feedback in their organizations. In addition, the presenters will facilitate a discussion of ethical considerations, certification programs, and the benefits and challenges of internal and external scoring and delivery. This workshop is intended for internal or external consultants who have some familiarity with but want to know more about these instruments and the uses of the resulting information.

David P. Campbell received his Ph.D. in psychology from the University of Minnesota. Dr. Campbell joined the faculty there, rising to full Professor of Psychology in eight years. During this time he co-authored the widely used *Strong-Campbell Interest Inventory*. In 1973, he accepted an invitation as a Visiting Fellow at the Center for Creative Leadership in Greensboro, North Carolina and shortly thereafter joined the Center as Executive Vice-President. In 1981, he became the Center's Smith Richardson Senior Fellow. Over the past few years, Dr. Campbell has developed his own multi-perspective feedback instruments for assessing leadership potential, team characteristics, and working satisfaction.

Gordy Curphy is a senior consultant for Personnel Decisions, Inc. (PDI) in Colorado Springs, Colorado. He earned his B.S. in organizational behavior from the United States Air Force Academy and his Ph.D. in industrial/organizational psychology from the University of Minnesota. Before joining PDI, Dr. Curphy was a tenured professor and Director of the Core Leadership Division at the United States Air Force Academy. Prior to retiring from the United States Air Force, Dr. Curphy designed leadership and team-building training programs for the United States Air Force, the Royal Australian Air Force, and the Defense Intelligence Agency.

Tamara Tuggle is the Director of Assessment for Texas Instruments Incorporated. She has extensive experience in the design, development and implementation of assessment-based development processes. She has expertise in the areas of multi-rater feedback instruments and assessment centers, as well as executive, management, and career development programs. Her experience also includes work in selection systems, job analysis, organizational development, survey construction, coaching, and training. She received her M.S. in industrial/organizational psychology from the University of North Texas.

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

SECTION 2 (Half Day)

BECOMING A STRATEGIC PARTNER: THE ROLE OF HUMAN RESOURCE EXECUTIVES IN FIRM COMPETITIVE ADVANTAGE

Jay B. Barney
Ohio State University

The role of Human Resource (HR) executives has changed dramatically as organizations increasingly recognize the importance of linking the HR function to the strategic management of the firm. However, many HR executives have been hesitant to fully accept the role of strategic partner due to a lack of understanding of the economic foundation of the contribution of human resources to firm performance. The purpose of this workshop is to illustrate the important role that HR executives play in creating and maintaining firm competitive advantage.

This workshop will provide participants with an overview of the sources of firm competitive advantage, particularly focusing on those sources controlled or influenced by the HR function. In light of these sources of competitive advantage, this workshop will examine the new strategic roles and responsibilities of HR executives. Primarily, this workshop will explore how HR creates value for organizations through increasing revenues and decreasing costs. The focus will be on how HR executives can contribute to the strategy formulation process, as well as how to use the HR function to develop sources of competitive advantage.

Jay Barney is the Bank One Chair in Corporate Strategy at The Ohio State University. He received his undergraduate degree from Brigham Young University, and his master's and doctorate from Yale University. Professor Barney has taught in a variety of executive training programs at Texas A&M University, UCLA, Southern Methodist University, the University of

Michigan, and Bocconi University (in Milan, Italy). Professor Barney's research focuses on the relationship between idiosyncratic firm skills and capabilities and sustained competitive advantage. He has published over thirty articles in a variety of journals and is currently on the editorial boards at *Academy of Management Review* and *Strategic Management Journal*. He has published three books: *Organizational Economics* (with William G. Ouchi), *Managing Organizations: Strategy, Structure, and Behavior* (with Ricky Griffin), and *Advanced Strategic Management: Theory and Practice*. Professor Barney has consulted with a wide variety of public and private organizations. His consulting focuses on implementing large-scale organizational change and strategic analysis.

Coordinator: **Patrick M. Wright**, Texas A&M University

SECTION 3 (Half Day)

CORPORATE FINANCE FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGISTS

Jeffrey H. Netter
University of Georgia

This workshop will identify and explain the terms, analyses, and uses of corporate finance to I/O psychologists who have not had formal training in these topics. (In other words, the assumption is that you don't know much.) As such, this session might be considered a mini-M.B.A course, without all the homework problems and examinations. The purpose is to provide I/O psychologists with a fundamental background of the terms and concepts that are used in corporate finance and planning so that they can be reasonably conversant in professional interactions in this area. Because of the need to address several topics within one session, no attempt will be made to address the financial assessment of human resource programs per se. The emphasis will solely be on corporate finance terms and concepts.

Specific topics that will be addressed are:

- Principles of supply and demand in free markets
- Theory of efficient markets
- Capital budgeting
- Financial ratios (e.g., return on capital, return on investment, net profit)
- Evaluation of the assets of the firm
- Financial derivatives (e.g., options and futures contracts)

Jeffrey Netter (Ph.D., Ohio State University, J.D., Emory University) is an Associate Professor of Finance and an Adjunct Professor in the School of Law at the University of Georgia. He also served in 1992 and 1993 as a Visiting

Professor of Finance in the M.B.A program at the College of Business Administration at the University of Michigan. A former financial economist for the Securities & Exchange Commission, Dr. Netter is presently conducting research in several areas of law and finance such as applying empirical finance techniques to the study of restructuring, insider trading and regulation of the securities markets. He has published articles in the *Journal of Financial Economics*, *Journal of Finance*, *Stanford Law Review*, *Journal of Law and Economics*, and the *Journal of Economic Perspectives*. His research has appeared in such national media as *The Wall Street Journal* and *The New York Times*. Dr. Netter has also received several teaching awards including the Terry College of Business Teacher of the Year Award and multiple Department of Finance teaching awards.

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

SECTION 4 (Half Day)

CULTURE CHANGE FIFTEEN YEARS LATER: A VIEW FROM THE FIELD

Hank Jonas
Corning, Incorporated

David B. Wagner
Delta Consulting Group, Inc.

The concept of organizational culture has been explored in the literature and applied in complex organizations since the late 1970s. Recently, the topic has received renewed attention as organizations engage in stepped-up process redesign and re-engineering activities. Changing the culture is viewed as the critical requirement to successfully support a shift in strategy and to realize gains in process improvement. In fact, failure at re-engineering is often attributed to difficulties in changing the dominant culture.

This workshop will take a renewed look at culture change by focusing on *why* and *how* organizational cultures change. We will examine the link between performance and culture, the role of institutional leadership, and examples of best practice interventions. Specific company illustrations will be used, however, workshop participants will have several opportunities to describe the state of culture change within their own institutions and to plan important next steps to support these changes. Finally, through unique "point-counterpoint" discussions, some of the current debates within the field of organizational change and culture will be highlighted.

Hank Jonas is a senior organization consultant for Corning, Incorporated, based in Corning, New York. His current responsibilities include consulting to business unit and corporate staff groups in the areas of organizational redesign and change management, employee involvement, teams, and leadership

development. Dr. Jonas also has been manager of Corning Survey Services, with responsibilities for Corning's employee opinion survey, other customized surveys, and special research projects, including an analysis of the impact of stress management interventions on selected individual and group outcome variables. Prior to coming to Corning, Incorporated, Dr. Jonas headed Harry S. Jonas and Associates, a consulting firm specializing in organizational development to small business and health care organizations, and labor management consultation to Fortune 500 companies. Dr. Jonas holds a Ph.D. in organizational behavior from Case Western Reserve University in Cleveland, Ohio, where he was a member of the faculty from 1987 to 1989.

David B. Wagner is the Director of Research at Delta Consulting Group, Inc., a New York City based firm that specializes in providing counsel to senior executives in the area of organizational change. Dr. Wagner is responsible for the applied research activities in Delta, and also consults to clients in the areas of organizational diagnosis, culture change, executive development, and survey based change management. Prior to joining Delta, Dr. Wagner served as Director of Organization Effectiveness for Progressive Corporation, and as Senior Consultant for Management Decision Systems, where he consulted to senior managers on company-wide change efforts. He has been an associate of NYU's Management Simulation Projects Group for the past ten years, and was involved in designing their initial large scale behavioral simulations. Dr. Wagner received a B.A. in psychology from Concordia College in Moorhead, Minnesota and M.A. and Ph.D. degrees in industrial/organizational psychology from New York University.

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

SECTION 5 (Half Day)

DESIGNING NIMBLE REWARD SYSTEMS

Gerald E. Ledford, Jr.
Center for Effective Organizations
University of Southern California

Conventional reward systems — job-based pay, complex job evaluation systems based on point factor ratings, complex salary grades, and merit pay — no longer meet the needs of most contemporary organizations. If pay systems are to become a source of competitive advantage, not simply a brake on labor costs, compensation designers need to acquire new kinds of knowledge. These include an appreciation of business needs, an understanding of new compensation alternatives, and comfort with the compensation redesign process. As organizations adapt to an era of constant change, compensation

practices will continually evolve to meet changing business needs. Pay practices will become nimble, fluid, and even sloppy — a dramatic change from the static, rigid, relatively precise designs of the past. This workshop will consider:

- How is contemporary compensation practice changing, and why is it changing so rapidly?
- How can compensation systems be designed to meet business needs?
- What do we know about the available design options (broad banding, skill-based pay, variable pay, etc.), and how are these practices evolving in ways that outpace available research?
- What compensation design processes meet contemporary business needs?
- What does research tell us, and where are the gaps in research on these new directions in compensation practice?

This workshop does not require a detailed knowledge of compensation practice, although basic knowledge of pay innovations such as skill-based pay and gainsharing would be helpful.

Gerald E. Ledford, Jr. (Ph.D. in psychology, University of Michigan) is a Senior Research Scientist at the Center for Effective Organizations, School of Business Administration, University of Southern California. Dr. Ledford has conducted research on a variety of topics, including employee involvement, quality practices, job design, organization change processes, and innovative reward systems. He has published over 40 articles and book chapters and is co-author of four books. He has consulted extensively on the strategic design of compensation systems and on the design of specific pay innovations such as skill-based pay and gainsharing. His research on compensation includes co-direction of a study of 97 skill-based pay plans for the American Compensation Association.

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

SECTION 6 (Half Day)

EFFECTIVE CUSTOMER SERVICE WORK ENVIRONMENTS: LESSONS LEARNED

Benjamin Schneider
University of Maryland

A consistent body of research and considerable practical experience shows strong linkages between organizational practices and the service quality customers experience. This research and practice has yielded a number of

lessons about aspects of a customer service work environment which, when present, are predictors of the achievement of a more highly satisfied customer base. This workshop will review the research on the linkage between organizational practices and customer reactions and provide examples of how organizations are actually improving their service quality.

This workshop will concern what is happening in the broad field of services management, an emerging field with roots in marketing, operations management, and human resources management. A theme of the workshop will be the desirability of integrating across these functions to achieve service excellence. A corollary theme will be the integration of human resources practices with marketing strategy as a vehicle for improving service quality and for improving the contributions of human resources management to organizational effectiveness. A final central theme will concern the validity of employee perceptions for the diagnosis of service quality. Evidence for the potential payoffs of improving internal functioning for the achievement of service quality will also be presented.

This workshop will be of interest to those who are involved in service quality management, service quality diagnosis, and project teams targeted on achieving service excellence.

Benjamin Schneider is professor of psychology at the University of Maryland at College Park where he received his Ph.D. in industrial and social psychology in 1967. He received his B.A. degree from Alfred University (1960) and his M.B.A. from C.U.N.Y. (Baruch College) in 1962. He has taught at Yale University, Michigan State University, Bar-Ilan University (Israel), Peking University (PRC), and at the University of Work and Economics Aix-Marseilles (France). He has been President of the Society for Industrial and Organizational Psychology as well as the Organizational Behavior Division of the Academy of Management, and he is a Fellow of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, and the Academy of Management. Dr. Schneider serves on the editorial boards of the *Journal of Applied Psychology*, the *British Journal of Management*, and the *International Journal of Service Industry Management*. In addition, he edits (with Arthur P. Brief) Lexington Books' *Issues in Organization and Management* series. His publications include six books (the latest, *Winning the Service Game* with David E. Bowen, Harvard Business School Press) and more than 80 articles and chapters on topics such as personnel selection, organizational climate/culture, and service quality. Dr. Schneider is also Vice President of Organizational and Personnel Research, Inc. (OPR), a consulting firm that specializes in the design and implementation of human resources approaches to organizational effectiveness.

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

SECTION 7 (Half Day)

INNOVATIONS IN EVALUATING TRAINING EFFECTIVENESS: COPING WITH ORGANIZATIONAL REALITIES

Scott I. Tannenbaum, State University of New York at Albany
George M. Alliger, State University of New York at Albany

Each year U.S. businesses spend billions of dollars on training related efforts. Accepted wisdom is that companies must evaluate their training to maximize the payoffs from their investment. Unfortunately, traditional experimental designs are rarely applicable for evaluating training in organizational contexts. Moreover, although training evaluations based solely on employee reactions are quite common, they are rarely sufficient for making and defending training related decisions. I/O psychologists must demonstrate great creativity to conduct useful training evaluations within typical organizational constraints.

The purpose of this workshop is to present and discuss recent developments in training evaluation — to expand the pool of creative options. A number of recent innovations will be presented and discussed. These innovations vary according to ease of use and rigor. Each may be quite useful in certain contexts but not in others. We will discuss the advantages associated with these innovations as well as the compromises and trade-offs associated with each. Some of the developments we will discuss pertain to quasi-experimental designs, strategic audits, environmental analyses, certification approaches, multi-attribute utility models, and cognitive psychology.

Scott I. Tannenbaum is Senior Partner of the Executive Consulting Group, Inc. and Associate Professor in the School of Business at the State University of New York at Albany. He has extensive experience in the area of training and human resource development as both a practitioner and a researcher. He has provided consulting support to a wide range of organizations. He has also served as a principal investigator on several Navy and Air Force research projects relating to training effectiveness and evaluation. He is a co-author of the 1992 *Annual Review of Psychology* chapter, "Training and Development in Work Organizations." He received his Ph.D. in industrial/organizational psychology from Old Dominion University.

George M. Alliger is Associate Professor of Psychology at the University at Albany, State University of New York. He has worked as a researcher, author, and consultant in the area of organizational training evaluation and effectiveness for the past decade. He has served as an invited lecturer on training evaluation for ASTD and has developed a workshop on understanding

training criteria. He received his Ph.D. in industrial/organizational psychology from the University of Akron.

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

SECTION 8 (Half Day)

NEW TECHNOLOGIES IN INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE PRACTICES

Steven D. Ashworth, Allstate Insurance Company
Randall Overton, State Farm Insurance Company
Harvey Harms, State Farm Insurance Company

In the last several years, there have been some phenomenal advances in the applications of technology to I/O human resource practices. While some organizations still use such traditional technologies as paper-and-pencil testing, stand-up training, and bubbled-in survey questionnaires, innovative technologies are making a sea of change in many other organizations.

Most I/O academicians and practitioners have probably heard about, or been exposed to, a few of these technologies. Because of the dynamic nature of this field, however, it is unusual for many of us to have an awareness of the breadth and depth of these technologies. These technologies include computer-administered assessment, computerized testing, interactive survey systems, multi-media training applications, decision support systems, and computer-aided performance appraisal and succession planning systems.

The objectives of this workshop are to: provide participants with a comprehensive overview of some of the leading-edge applications of these technologies; discuss the pros and cons of their uses; and give some hands-on examples and case studies of how some of these technologies have been used in organizations, and what their impact has been.

Specific topics to be covered include the following:

- An overview of leading-edge technologies in such areas as testing and selection; training and development; surveys; decision-making; and performance appraisals;
- Issues with comparability of results in the use of different technologies;
- When to use and when not to use — relevant issues to consider, e.g., organizational context, employee reactions;
- Practical considerations in using each of these technologies, e.g., cost, administration.

This workshop will provide demonstrations and examples of some of these technologies. Due to the variety of topics to be covered, it will not be possible to have an in-depth discussion of each. This workshop should be of interest to SIOP members who would like to be more knowledgeable consumers of these technologies, and be more familiar with the organizational, conceptual and practical issues involved in the use of these technologies.

Steven D. Ashworth is the Human Resource Research Manager for the Allstate Research and Planning Center in Menlo Park, California. He has been leading the development of computerized, multi-media assessment exercises and the development of a completely computerized employee survey measurement system for Allstate Insurance Company. He also has been serving on a Technology in Human Resources task force within the company. Prior to Allstate, Dr. Ashworth was a Research Associate for Personnel Decisions Research Institute and a Scientist at the Life Insurance Marketing and Research Association. He holds a M.S. from Purdue University and a Ph.D. from the University of Houston, both in industrial/organizational psychology.

Randall Overton has been with State Farm Insurance Company's Research Department for over ten years, where he is currently Research Administrator, responsible for program evaluation, selection testing, and survey work. He has been involved in research investigating the construct equivalence of computer and paper/ pencil selection tests, and with the development of an adaptive test for programmer applicants. Prior to this, he was a Professor at Illinois State University, where he also received his B.S. His Ph.D. is in experimental psychology from Northwestern University.

Harvey Harms is also with State Farm's Research Department as Associate Research Administrator, where he is responsible for research on software support for marketing research and human resources. He is the primary developer of the software for State Farm's computerized pre-employment tests. Mr. Harms has over 18 years experience in interactive computer applications. He received his B.S. in finance from the University of Illinois and his M.B.A. in management information systems from Illinois State University.

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

SECTION 9 (Half Day)

THE NUTS AND BOLTS OF BIODATA

Terry W. Mitchell
MPORT Management Solutions

Garnett Stokes
University of Georgia

In many situations, biodata may be the best single option for raising validity while lowering adverse impact of selection programs. This workshop focuses on practical techniques for developing and scoring valid biodata instruments. Capitalizing on recent advances in technologies for biodata development, the presenters will use specific examples to illustrate the usefulness of biodata in decision-making. In addition to a brief history of biodata and an update on recent events, this workshop will cover the following topics: item development; scoring and scaling; validation and crossvalidation; faking; test fairness and adverse impact; and pre-employment inquiry guidelines, including implications of state and federal civil rights legislation and the Americans with Disabilities Act. Presenters will emphasize these special issues: job analysis and criterion development for biodata validation; problems with concurrent validation designs for biodata; and the practical application to biodata of basic psychometric concepts such as reliability, test theory, and construct validity.

Terry W. Mitchell is founder and owner of MPORT Management Solutions, a management consulting firm specializing in the practical use of biodata to predict job criteria (such as trainability, retention, and promotion), and job performance factors (such as teamwork, leadership, problem solving, customer service, and work ethics). Dr. Mitchell has written extensively on biodata, and he has led biodata workshops for IPMA's Assessment Council and for the San Diego, Northern California, and Arizona chapters of the Personnel Testing Council.

Garnett Stokes is Chair of the Applied Psychology Program at the University of Georgia. A prolific author and speaker on biodata, she is the co-editor of the *Biodata Handbook*, published in 1994 by Consulting Psychologists Press. In addition, she coauthored *Patterns of Life Adaptation: The Ecology of Human Individuality*. Dr. Stokes has consulted extensively with both public and private sector organizations.

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

SECTION 10 (Half Day)

PRACTICAL APPLICATIONS OF COMPETENCY ASSESSMENT

Lyle M. Spencer
McBer and Company

Val J. Arnold
Personnel Decisions, Inc.

The fields of assessment and measurement are undergoing change in the way that organizations are defining and measuring work-related behaviors. There has been an emerging trend toward assessing global dimensions of behavior, frequently called competencies. However, there has been some controversy within the field as to whether competencies are really a better way of defining and assessing work-related behavior. This session will provide the perspectives of two consultancies which do a substantial amount of work in this area.

The focus of this workshop will be the practical applications of competencies. The presenters will address: What are competencies? How are they defined? How are they assessed? and How are they applied in organizational settings? Applications for selection, management development, succession management and organizational development will be discussed. Example tools and case studies will be presented to show how competencies may be applied to help address organizational issues. Also, the session's format will facilitate the identification of similarities and differences in the approaches of these two organizations.

Lyle M. Spencer is President and CEO of McBer & Company, a global human resource consultancy that is a leader in the area of competency assessment. In eighteen years with McBer, Dr. Spencer has developed competency models, conducted organizational diagnosis, and designed training and development programs for a wide range of clients from around the world. Dr. Spencer holds a Ph.D. in human development and clinical psychology from the University of Chicago and an M.B.A. with Distinction from the Harvard School of Business Administration. His books include *Competence at Work and Calculating Human Resources Costs and Benefits*.

Val J. Arnold is Senior Vice President at Personnel Decisions, Inc. (PDI), a global human resources consultancy that is a leader in assessment for selection and development. He has worked as an executive development consultant at Control Data and, for the past fifteen years, at PDI. As head of PDI's Assessment and Coaching Services, Dr. Arnold's practice is concentrated in the assessment and development of executives and their organizations. He holds a Ph.D. in counseling psychology from the University of Minnesota.

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

SECTION 11 (Half Day)

REENGINEERING FOR COMPETITIVE ADVANTAGE: CONCEPTS, CHALLENGES AND POTENTIAL PAYOFFS

Mitchell Lee Marks
Delta Consulting Group, Inc.

Richard C. Hardin
Delta Consulting Group, Inc.

Reengineering, a radical approach to organizational and/or business process design, has gained many advocates and has been attempted in many organizations. At its best, reengineering is a process for breaking down existing organizational or business paradigms in order to facilitate the discovery of new design alternatives. While there have been many successful applications of reengineering, there is a growing roster of organizations where reengineering has failed to achieve its promise. There also is an emerging backlash against reengineering, relegating it as the current "management fad of the month."

This workshop pulls directly from the experiences of working with several organizations engaged in the reengineering process. It provides an overview of the "theory" and practice of reengineering, including case examples of how reengineering is being used to improve performance, realign resources, instill innovation, and increase competitive advantage. This workshop also looks at the stream of "transition management" activities that must be aligned with the core reengineering process to increase the likelihood of successful implementation. Specifically, this workshop offers a detailed look at the organizational behavior dynamics and industrial/organizational psychological interventions that are being considered in concert with reengineering. This workshop places the reengineering process within today's business environment of cost competitiveness, ongoing change and transition, and the changing psychological work contract.

Mitchell Lee Marks, Director at the Delta Consulting Group, Inc. in New York City, has worked with executives from over fifty organizations in planning, implementing, or recovering from reengineering, restructuring, rightsizing, merging, and other major transitions. He is the author of *From Turmoil to Triumph: New Life after Mergers, Acquisitions, and Downsizing* (Lexington Books, 1994).

Richard C. Hardin is a Director at the Delta Consulting Group, Inc. who has worked extensively with senior executives in planning and managing organization change since 1980. Dr. Hardin has designed and led major reengineering efforts in over a dozen organizations.

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

SECTION 12 (Half Day)

SELECTING PEOPLE WITH PERSONALITY

Robert M. Guion
Bowling Green State University

Mark J. Schmit
University of Florida

Evidence for the usefulness of personality variables in personnel selection is growing, but many psychologists and other human resource specialists are hesitant to use personality measures in the selection systems they develop. Reasons for this resistance include lack of confidence in the potential validities of personality variables, insufficient knowledge about personality constructs and available personality measures, questions about the use of such variables, and legal ramifications of their use, to mention a few.

This workshop will address these concerns. It will begin with several approaches to job analysis to assist in developing hypotheses about the personality variables most likely to be related to performance on specific jobs. It will also consider available meta-analyses as sources of local hypotheses. Operationalization of predictor and relevant criterion constructs, technical issues of use (such as cut scores), and legal concerns will also be part of the workshop discussion. The primary objectives of this workshop are to: provide participants with the technical means to make sound judgments about which personality variables to use in selection systems they develop; and stimulate thinking about new, improved, and maybe defensible ways to use personality variables in personnel selection.

Robert M. Guion is a Distinguished University Professor Emeritus at Bowling Green State University. He is past-president of both SIOP and APA's Division 5, the recipient of SIOP awards, and a former editor of the *Journal of Applied Psychology*. He has written extensively about psychometric matters, particularly about testing in employment practices. He insists that he is *not* responsible for the nearly 30-year hiatus in personality test use, during which personality testing for selection went underground. His most recent research (with Mark Schmit and others) has resulted in the development of a special job analysis form to be used in generating hypotheses about personality traits likely to be useful for particular kinds of jobs.

Mark J. Schmit is an Assistant Professor of Management at the University of Florida. He received his Ph.D. from Bowling Green State University. His current research focuses on improvements in applications and development of personality measures used for personnel selection. He has published and presented several papers in this area. Dr. Schmit insists that he will follow in Dr. Guion's footsteps by *not* producing research reviews that will push

personality research underground for thirty more years. He is a co-author with Dr. Guion and others of a job analysis form designed primarily for identifying personality variables important for successful job performance.

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

SECTION 13 (Half Day)

TRANSITIONING TO TEAM-BASED ORGANIZATIONS: OBJECTIVES, CHALLENGES AND SUCCESSES

J. James Baldes
Weyerhaeuser Corporation

M. Peter Scontrino
Scontrino & Associates

The pursuit of quality objectives (faster, better, less variability) has caused many organizations to move from a top-down authoritative management style to one which uses a team-oriented strategy. The diversity of perspectives available in cross-functional teams coupled with the heightened sense of ownership for the product produced or the process being managed have been shown to result in better decisions, increased productivity, and improved quality. However, organization leaders are often frustrated by what is perceived to be an inordinately long start-up process, resistance on the part of supervisors, and the necessity to change incompatible organizational systems such as performance appraisal or compensation. In many instances, the transition to teams occurs so abruptly that leaders and team members are not fully prepared to respond to the challenge of this new environment.

This workshop will address the benefits and drawbacks of team-based organizational environments, the challenges of establishing and maintaining a team-oriented environment, and discussion of how the transition has been managed successfully in organizational settings.

The first part of this workshop will address the design and implementation of team-based organizations. Specific design steps will be recommended with examples of challenges that can occur at each step of the design process. The second part of this workshop will be devoted to examples of the trials and tribulations of real teams in actual organizations.

Some of the topics to be discussed will include:

- training needs
- feedback issues
- team building
- cross-training issues
- selection issues
- leaders who cannot lead
- team members who will not cooperate
- compensation issues

- transitions from problem solving teams to self managed teams
- changes in organizational leadership that impact the teams

J. James Baldes is the Director of Total Quality for Wood Products and Timberlands for the Weyerhaeuser Corporation. Mr. Baldes has over thirty years experience in human resources, management development, training, and organization development. Over the past ten years, Mr. Baldes has made over fifty site visits to world class companies in the United States and Japan to learn how they are managing their businesses. He has implemented team based systems in medium sized and large plants including both manufacturing and service staffs in the design and implementation process. Mr. Baldes has a M.S. in organizational development from Pepperdine University.

M. Peter Scontrino has an independent consulting practice in Seattle. Dr. Scontrino has a Ph.D. degree in industrial/organizational psychology from Michigan State University. He is also a licensed psychologist. Dr. Scontrino has been working in the area of teams and employee involvement for over twenty years. He has worked with plants ranging in size from 100 employees to over 800 employees implementing employee involvement systems and self managed work teams. These organizations include basic manufacturing, high tech, and service providers. He has worked with both new plant start-ups and with established plants. He received the Chairman's Award from Columbia Aluminum for his support in designing and implementing work team processes.

Coordinator: **MaryBeth Mongillo**, Hughes Training Institute, Inc.

SECTION 14 (Half Day)

USING EMPLOYEE OPINION SURVEYS TO MAKE BREAKTHROUGH ORGANIZATIONAL CHANGE

Lise Saari
The Boeing Company

Carol N. Miller
Xerox Corporation

Does your Employee Opinion Survey (EOS) process lead to and support the breakthrough improvements your business needs to stay competitive? As companies struggle to be more competitive with fewer resources, the EOS process is viewed increasingly as a catalyst for change and as a supporting tool for change efforts underway. But are we really making breakthrough change - fundamentally changing the way we work to yield better business results?

The purpose of this workshop is to share key principles of breakthrough change and how the EOS process can play a key role in surfacing barriers to productivity and change, as well as measuring progress on change initiatives. We will also discuss how to align your survey process with business needs (e.g., strategic planning, company goals), and how to link employee attitudes

with important company outcomes (e.g., customer satisfaction, bottom-line results). The presenters draw heavily on the experiences of 40 premier companies that conduct surveys on a regular basis. They will share "real world" examples and practical tips for designing your survey efforts to meet the needs of your business. Participants will have an opportunity to apply key principles to their work situation.

This workshop is intended for people with responsibility for organization surveys or change initiatives. Participants should have a basic understanding of the process and the use of surveys.

Lise Saari is Senior Manager of Personnel Research for The Boeing Company where she is responsible for the employee opinion survey, human resources measurement, and other personnel research activities. Prior to joining Boeing, she worked for Weyerhaeuser Corporation and Battelle Research Institute, where her clients included a Deming company in Japan and the Nuclear Regulatory Commission. Dr. Saari has her Ph.D. in organizational psychology from the University of Washington and has published in the areas of goal setting, selection, performance appraisal, and survey-related research. She recently served on the editorial board of the *Journal of Applied Psychology* and is currently on the editorial board of *Personnel Psychology*. Dr. Saari chairs the Research Committee for the Mayflower Group and is a member of the Mayflower Group Board of Governors.

Carol N. Miller is Manager of Human Resources Strategy for Xerox Corporation. For the past eight years, Ms. Miller has been responsible for the development, interpretation, and associated change strategies of Xerox employee surveys. Organizational development projects have focused on empowerment, diversity, leadership, work and family, and employee satisfaction and motivation. Ms. Miller has been Xerox's representative to the Mayflower Group and has served on the Mayflower Group's Board of Governors. Ms. Miller received her Master's degree in industrial/organizational psychology from the University of Maryland.

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

SIOP Continues Job Placement Services At Annual Conference

The SIOP Job Placement Service is three years young, and already it has become an established fixture at the annual Conference. In 1993, the first year of the Service, which was seen as an "experiment" and offered free-of-charge, there were over 150 registrants (132 job-seekers and 24 employers). Given this overwhelming success, the Service was again offered at the 1994 Conference, this time with a \$15.00 registration fee. Once again, all expectations were exceeded as well over 300 registered for the Service (290 job-seekers and 43 employers).

In 1993, a survey of all conference attendees (returned by 17%) indicated that virtually all (96%) favor the existence of a Job Placement Service at the Conference. While notebooks of resumes/vitae, for employer review, and notebooks of job descriptions, for job-seeker review, and a bulletin board for message exchanges were seen as the most essential elements of service to provide, private mailboxes, a computerized message center, and a sign-up schedule for interviews with booths for conducting interviews were also favored.

In 1994, another survey was conducted, this one of Job Placement Service registrants (16% responded). Given the overloaded capacity of the Service, the overall quality of the Service was seen as only fair to good (Although many expressed appreciation for the existence of the Service and commended SIOP on its efforts in this regard). Suggestions for Service improvements were primarily focused on increasing the capacity for existing elements of the Job Placement Service, but the need for some additional elements was also cited.

A Job Placement Service will again be provided at the 1995 SIOP Conference. At this time, there will be a slight increase in the space allocated to the Service, the hours of operation will be extended, the level of staffing will be increased, and materials availability will be improved. These are the minimum changes that would seem necessary to improve the Service to an acceptable level.

In designing near-term Placement Services, serious constraints are imposed by space availability at the Conference site. For a meeting the size of the SIOP annual Conference, negotiations for hotel space are typically conducted at least 5 years in advance. Therefore, we are now using conference space established before 1990—well before the idea of a Conference Job Placement Service was even conceived. As we now begin to look toward Conference planning for the year 2000 and beyond, negotiations will be guided through consideration of the Placement Service.

JOB PLACEMENT SERVICES

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

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

To register for the service, complete the *Job Placement Services Registration Form* and submit it with a check for \$15.00 payable to SIOP and five (5) copies of a single, 2-sided page resume/job description. The resume or job description should be type-written and easily legible, as they will be the actual documents made available for review by potential employees/employers. Be sure to use 8 1/2" x 11" paper so all materials will fit properly into the notebooks. Fax copies will not be accepted.

Mail your job placement registration and other materials to: **Donna L. Denning, Ph.D., SIOP JOB PLACEMENT, Personnel Building - Room 320, 700 E. Temple Street, Los Angeles, CA 90012.**

ALL JOB PLACEMENT MATERIALS
MUST BE RECEIVED BY MAY 5, 1995.

Notebooks will be compiled from the resumes and job descriptions received, and they will be made available for review by job placement registrants throughout the conference. Each registrant will also be assigned a personal mailbox and be permitted to leave messages in the mailboxes of other placement registrants. *The Job Placement area and services will be available only to job placement registrants.*

Post-conference mailings of Job-Seeker and Employer notebooks will be available for \$25.00 each. Orders will be accepted at the conference, with payment or through the mail (same address as Registration) through June 16, 1995.

TO THE JOB SEEKER:

Recommended format and content of resume

- Name, address, and telephone number

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

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

- Position desired

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

- Education

- Work experience

- Publications and presentations

Summarize if necessary

- Other

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

TO THE EMPLOYER:

Recommended format and content of the job description

- Position description: responsibilities and typical activities
- Organizational information: type of business, number of employees, sales volume, other psychological staff, etc.
- Geographical location
- Travel requirements
- Salary/benefit information
- Other pertinent information may include description of the organizational culture/context of work, work setting, etc.

SIOP JOB PLACEMENT SERVICES REGISTRATION FORM

Name: _____

Address: _____

Phone: _____

Are you a (check one):

_____ Job-seeker (regular, full-time)

_____ Job-seeker (internship)

_____ Job-seeker (part-time)

Job-seekers complete:

Degree level:

_____ Ph.D.

_____ MA/MS

_____ Employer (regular, full-time)

_____ Employer (internship)

_____ Employer (part-time)

Experience:

_____ New graduate

_____ Post-graduate experience

Do you wish for your registration to remain anonymous?

_____ Yes

_____ No

(NOTE: Anonymous registrants will be assigned a mailbox and permitted access to the Job Placement area, but their resume/vita will not appear in notebooks or post-conference mailings.)

JOB PLACEMENT REGISTRATION CHECKLIST

() Registration form included.

() Check for \$15.00 payable to SIOP included.

(NOTE: On-site registration fee will be \$35.00.)

() Five neatly typed copies of a single, 2-sided page resume or job description(s) on 8 1/2" x 11" paper.

Mail all placement service registration and other materials to:

Donna L. Denning, Ph.D.

SIOP JOB PLACEMENT

Personnel Building - Room 320

700 E. Temple Street

Los Angeles, CA 90012

ALL REGISTRATION MATERIALS MUST BE RECEIVED BY MAY 5, 1995. AFTER THIS DATE, ON-SITE REGISTRATION ONLY WILL BE PERMITTED.

Tenth Annual Industrial/Organizational Psychology Doctoral Consortium

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

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

The Consortium is held for upper level graduate students who are near completion of their doctorates. Participants are generally OB and I/O psychology students who have begun working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia.

Each doctoral program should receive Consortium registration information by mid-January, 1995. Each program may nominate **one** student only. Please note that enrollment is limited to a maximum of 40 participants. We expect the 40 positions to fill quickly and encourage you to nominate one student as soon as registration materials are received.

The consortium program has been finalized. We have assembled a diverse and renowned group of academicians and practitioners, and believe the program is an excellent one. The schedule of activities will be as follows:

8:00-9:45 a.m.	Registration, welcome, and breakfast
9:00-9:45 a.m.	Breakfast Speaker
Speaker:	Mirian Graddick, AT&T
Title:	The Role of HR in Transforming Organizations
10:00-11:30 a.m.	Concurrent Morning Sessions
Session A:	Steve W. J. Kozlowski and Georgia T. Chao Michigan State University
Title:	Conducting Integrative and Creative Research: Principles for Pushing the Envelope
Session B:	Cheri Ostroff University of Minnesota
Title:	Developing a Research Program: Different Strategies and Different Risks

12:00-12:45 p.m.	Lunch
12:45-1:30 p.m.	Luncheon Speaker Kevin R. Murphy Colorado State University
Title:	Perils in Publishing
1:45-3:15 p.m.	Concurrent Afternoon Sessions
Session C:	Walter C. Borman University of South Florida
Title:	More evidence about the Impact of Contextual Performance in Organizations
Session D:	Vicki V. Vandaveer The Vandaveer Group Inc.
Title:	Where Are We Going and How Are We Getting There: A Vision for the Future of I/O Psychology
3:30-5:00 p.m.	Panel Discussion - All Speakers Topic: Issues in Professional Development

We wish to express our deepest appreciation and thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students.

Please direct any questions or requests for additional information to: Tara L'Heureux, University of New Haven, 300 Orange Avenue, West Haven, CT 06516, (203) 932-7341.

Last Announcement: All I/O Ph.D., I/O M.A./M.S. and O.B. Programs!!

By the end of February, 1995, all directors of M.A./M.S. and Ph.D. programs in I/O and all directors of O.B. programs should receive a copy of the Education and Training survey of programs. Prompt return of this survey is important if you wish to be included in the next edition of the directory of Graduate Training Programs in I/O Psychology and Organizational Behavior. If you have not received a survey by the beginning of March, please contact: **Janet Barnes-Farrell, E & T subcommittee chair, Department of Psychology, 406 Babbidge Road, University of Connecticut, Storrs, CT 06269-1020. Phone: (203) 486-5929. Internet address: barnesf@uconnvm.uconn.edu**

Fall Executive Committee Meeting

Secretary's Report Nancy T. Tippins

The last meeting of SIOP's Executive Committee and Committee Chairs was held September 24 and 25, 1994. The highlights of the meeting that will be of interest to the membership include the following:

1) **Surveys:** **Wally Borman**, our current president, will be conducting a survey of the SIOP membership. The purpose of the survey will be to document who is doing what kind of work and to describe innovative and cutting edge practices.

Abbott/Langer Associates plans to conduct a salary survey of industrial and organizational psychologists that will include SIOP members.

Jan Cleveland, the chair of the Education and Training Committee reports that the Committee is beginning its periodic work on the *Survey of I/O and OB programs: Update to Graduate Program Manual*. This effort will be led by Janet Barnes-Farrell. Copies of the *Guidelines for the Master's Level Industrial and Organizational Psychology Programs* were mailed to all I/O programs in July of 1994. Additional copies of the Guidelines are available from the SIOP office in Arlington, IL.

2) **Licensure:** Because of recent changes in the laws for the licensure of psychologists, **Paul Sackett** appointed a Task Force to review licensure issues and SIOP's position in the Fall of 1993. The Task Force on Licensure is chaired by **Jay Thomas** and its members include **Bill Howell**, **Vicki Vandaveer**, **Gerald Barrett**, **George Thornton**, **Greg Gormanous**, and **Val Markos**. After studying the issues, the Task Force agreed the current policy on licensure does not work and fails to provide guidance to members or state psychology boards. The Task Force presented a draft report to the Executive Committee in September. The Task Force recommends that a change in SIOP's policy on licensure would:

1. Recognize that some aspects of I/O practice are licensable.
2. Provide guidance to boards regarding the Education and Training of I/O psychologists.
3. Provide guidance to boards regarding the Supervised Experience requirement for licensure of I/O Psychologists.

The Task Force continues to develop and refine its recommendations and develop mechanisms for influencing licensure trends and laws in individual states. Details on the recommendations may be obtained from Jay Thomas and comments are welcomed.

3) **Awards:** SIOP members are encouraged to nominate fellow SIOP members for APA and APS awards. The deadline for APA awards is February

1, 1995. Contact Suzanne Wandersman at APA at (202) 336-5950 for more information. The deadline for APS awards will probably be in mid January. Contact Lauren Butler at APS for information on the William James Fellow Award and Sharon Hantman at APS for information on the James McKeen Cattell Fellow Award. They can be reached at (202) 783-2077.

4) **Sally Hartmann**, who is the Continuing Education and Workshop Committee Chair Designate, will be looking at longer-time planning. One of the issues to be investigated is whether the Continuing Education annual workshops should be extended to regional programs. She will also be looking into how continuing education credits are provided through APA and considering alternatives. Input is welcomed.

5) Due to APA's revision of its ethic code and the promulgation of many new guidelines on I/O practice, SIOP's current *Ethics Casebook* is out of date. **Rodney Lowman** has agreed to chair SIOP's revision of the *Ethics Casebook*.

Please feel free to contact the Executive Committee or Committee Chairs to share thoughts on any of these issues.

TIP PROFILES: Walter Borman

Karen E. May
Human Resource Solutions

If Wally Borman has his way, I/O psychology will be a "household word" by 1995. In his role as President of Personnel Decisions Research Institute, Inc., Director of the I/O psychology program at the University of South Florida, and now as President of SIOP, Wally is looking for opportunities to position I/O psychology in the forefront of the public's understanding of work issues. Wally's desire to use our tools and knowledge to make a positive impact on people's work life has its roots early in his career.

Wally's interest in psychology started in his junior year at Miami University, and if it hadn't been for a particularly inspiring professor, he might have continued with his classes in math and physics. As it turned out, he changed majors just in time to get his degree in psychology. His career in psychology would have to wait, though, while he served four and one-half years as a Naval Flight Officer.

In his assignment to a transport squadron, Wally made monthly flights from the east coast to various destinations in Europe, and later from the east coast to Vietnam. He found flying thoroughly enjoyable, but it was in his second assignment, running Naval Academy summer training for the Navy, that he began work that was related to his career in psychology. In fact, many of his projects since leaving the Navy have been designed to improve the selection and training of military personnel.

Halfway through his tour of duty, Wally started thinking about what he would do when he left the Navy. He thought the field of I/O psychology would allow him to combine his psychology background with a newfound hobby—playing the stock market. A visit to an RHR consulting office in Chicago confirmed his interest in the field, so he applied to Ph.D. programs. The California sun led him to choose the University of California, Berkeley over University of Minnesota, and he started at UC Berkeley in the fall of 1968.

At Berkeley, Wally worked primarily with Ed Ghiselli and Milton Blood. Through his work with them, Wally developed a passion for research; he enjoyed every step of the process, from generating hypotheses to writing. He worked as a research assistant with Milton Blood in the areas of performance ratings, work motivation, and job satisfaction, areas he has continued to explore throughout his career. He recalls one of his most interesting research projects in which he worked with 200 engineers who had been laid off from their jobs; he and others at Berkeley helped the engineers find jobs by providing training in interviewing and resume-writing skills in order to help them find local and state government positions. The project was gratifying

because over 150 of the engineers eventually found positions. Through that project, Wally developed an appreciation for doing work with applied value.

Wally pursued his interest in performance ratings in his dissertation, in which he examined the role of different rating resources (e.g., peers, supervisors) and determined that interrater disagreement across sources doesn't necessarily imply problematic measurement, but that each source may actually be evaluating different components of performance (Borman, 1974). This was only the first of many performance rating projects in which Wally would be involved.

While in graduate school, Wally fluctuated between pursuing an academic and nonacademic career because he knew he had an interest in both. Most important to him, however, was to have an opportunity to conduct research. In the end, Wally took a job at Personnel Decisions, Inc. (PDI) with Marv Dunnette and Lowell Hellervik. His initial role at PDI was to help run assessment centers, this included conducting assessments, writing reports on the assesseees, and providing them with feedback on their performance. With his remaining time, Wally conducted research projects with such companies as Merrill Lynch and Maytag. After three years of working primarily with assessment centers, Wally decided he was ready for a change. Specifically, he wanted an opportunity to focus more of his time and energy on research; that year, Wally, Marv, and Leaetta Hough started Personnel Decisions Research Institute (PDRI), where they would focus primarily on research-oriented consulting projects.

In the ensuing years, Wally helped PDRI grow from 4 to 41 employees as they engaged in multiple research projects. A number of those projects have contributed significantly to the field, increasing our understanding of issues in areas such as selection and job performance. For instance, Wally and his associates engaged in a series of studies with Navy and Army recruiters and developed a Recruiter Development Center to help train and motivate new recruiters, many of whom had no experience or relevant skills in sales or recruiting, and some of whom had no desire to perform the job. The program used successful recruiters as the trainers and role models and turned out strong new recruiters; this success was sustained for a number of years after PDRI finished the development work (Borman, 1982; Borman, Eaton, Bryan, & Rosse, 1983).

Wally made another contribution to I/O psychology in the area of performance ratings by developing the "Borman tapes," videotapes of people performing in two jobs. These videotapes were used in many dissertations, and the research program investigated several basic issues in performance measurement and ratings (Borman, 1977, 1978, 1979). He was also involved in Project A, where his primary role was in the development of "Army-wide" performance measures (Borman, 1987, Borman, Motowidlo, Rose, & Hanser, 1985).

In 1990, after 15 years and increasing administrative involvement at PDRI, Wally added to his responsibilities by joining the faculty at University of South Florida. He had experienced a taste of the academic life a few years earlier when he was a visiting professor at The Ohio State University, and he decided he wanted an ongoing academic role. Since joining the faculty, Wally has become the Director of the I/O program, a responsibility he finds rewarding. Wally plans to continue his work with both PDRI and USF in the foreseeable future, although the process of combining the two will become more convenient soon, when PDRI opens a Tampa office.

Currently, Wally is involved in a number of projects through PDRI with the Small Business Innovative Research (SBIR) program. These collaborative efforts between government and small businesses are designed to develop products that are useful for both government and private industry. Among the projects he and others at PDRI are currently engaged in is the development of a training program on cockpit resource management skills utilizing a situational judgment approach.

In another project, Wally is working with several other I/O psychologists and the Department of Labor on the Database of Occupational Titles, developing taxonomies on both the predictor and criterion sides over multiple jobs and organizations. Their current focus is on developing skill and performance requirement profiles for many occupations and organizations. Wally sees this project as an exciting opportunity to "put I/O Psychology on the map" because of the potential widespread application to business, government, and individuals. He is hopeful that many I/O psychologists will be involved in the work.

Wally continues to conduct research in other areas as well. Along with Steve Motowidlo and others, he is studying issues related to contextual performance, including its measurement, its relationship to personality, and how much attention supervisors pay to contextual compared to technical performance (Borman & Motowidlo, 1993). Additionally, he remains interested in the area of person perception, and, through his research, explores the factors and cues people use to evaluate job performance in organizations.

Wally is very optimistic about the future of our field. He thinks we have a great deal to offer to government, business, and individuals, and hopes that we can seize opportunities to position I/O psychology more centrally in the public's understanding of work and labor issues. In that spirit, Wally has some very concrete goals, for instance, he would like to see an I/O psychologist on the McNeil-Lehrer Hour during his presidency—anyone interested?

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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
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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 has passed. 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: _____
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CONTINUING EDUCATION AND WORKSHOP COMMITTEE

Catherine Higgs, Chair
Allstate Research and Planning Center

Sally Hartmann, Co-Chair
Sears

The Continuing Education and Workshop Committee (CEWC) will meet on Wednesday, May 17, 1995 to plan the workshops for the 1996 SIOP Annual Conference in San Diego, CA. Sally Hartmann will chair the planning meeting as her first assignment in leading the 1996 SIOP CEWC. A major source of information in planning the workshops is the continuing education market needs analysis that the Committee does with various SIOP audiences.

The following article by Jeff Schippmann et al. describes the market needs analysis which was done in 1994 and used to plan the 1995 workshops. This information may be of interest to you for three reasons:

- you may wish to suggest future workshops to the Committee
- you could want to know if you share continuing education interests with colleagues so you can plan your own continuing education activities
- you can identify current interest and emerging research trends among I/O psychologists to plan your own research.

The CEWC does not have a formal process for collecting or reviewing workshop proposals. However, we are always pleased to hear from members with workshop suggestions, questions or nominations or presenters. If you have suggestions for planning the 1996 program for San Diego, contact Sally Hartmann at Sears (708) 286-8181 or fax at (708) 286-3279.

SIOP Market Needs Analysis

Jeffery S. Schippmann, CEWC Member/Personnel Decisions, Inc.
Catherine Higgs, CEWC Chair/Allstate Research and Planning Center
Lauri D. Matthews, Personnel Decisions, Inc.

As part of the Continuing Education and Workshop Committee's (CEWC) primary mission to promote quality in the education and training of I/O psychologists, this research was conducted to aid the CEWC in the design of a workshop program which best meets the needs and interests of the SIOP membership. A market needs analysis questionnaire was constructed and data were collected from a broad sample of I/O psychologists. The results were

quite interesting in a number of different respects, and the information judged valuable beyond the scope of just the CEWC. In particular, these data should be of interest to individuals or groups who may be sponsoring training for SIOP members, individuals involved in SIOP strategic planning, and I/O program leaders at universities, among others.

The Needs Analysis Questionnaire

In order to specify the structure and content of a market needs analysis questionnaire, it is important to have a thorough understanding of the various aspects of the target "job." The structure and definition of the content domain represented in the questionnaire was derived from several sources, including the job analysis results of the I/O psychologist's "job" (Prien, 1981; Schippmann, Hawthorne, & Schmitt, 1992; Schmitt, 1981).

The resulting questionnaire had four sections. The first section focused on the content domain at a very global level and was broken down into five General Content Functions (Industrial, Organizational, Methodological, Human Resource Management, and Other [e.g., consulting practice and teaching issues]).

In the second section, these five General Content Functions were further defined in terms of 37 Specific Content Functions. In other words, the Industrial category from the General Content Function was broken down into eight Specific Content Areas (Legal Issues, Job Analysis, Job Design, etc.), the Organizational General Content Area was broken down into nine Specific Content Functions (Culture/Climate, Decision Making, Motivation, etc.), and so on. These content areas are presented in the left-hand column of Table 2. The job analysis efforts in the area of I/O psychology noted above were particularly useful in developing the structure of this part of the questionnaire.

The third section of the questionnaire listed Specific Workshop Topics for each of the 37 Specific Content Functions listed in section two of the questionnaire. Thus, each specific area of I/O psychology identified in section two had a corresponding suggested workshop topic for respondents to evaluate. For example, item number one in the Specific Content Function was "Legal Issues," and item number one in the Specific Workshop Topic section was "So you want to be an expert witness: Preparation and training for the witness chair." As an additional example, the proposed topic for the "Job Analysis" content area was "Skill vs. task based job analysis approaches: When (and how) to use which and when (and how) to combine." In all, there were 38 specific topics listed in this section of the questionnaire (one of the 37 Specific Content Functions had two titles/topics written for it). For each of the first three sections of the questionnaire (i.e., General Content Functions, Specific Content Functions, and Specific Workshop Topics) respondents were asked to indicate their degree of interest in the function or topic using a 5-point rating scale (1—"No Interest" to 5—"Extremely Interested").

The fourth and final section of the questionnaire requested work setting and previous workshop participation information. These were either yes/no or open-ended/write-in questions.

Subjects

The sampling plan was straightforward. All registrants for the 1994 workshops were included (n=385), as were all members of the CEWC (n=18). In addition, a random sample of the SIOP general membership was generated (excluding individuals who had signed up for a workshop), and these individuals were also sent a copy of the questionnaire (n=470). A breakdown of the number of useable questionnaires returned by sample group, along with work setting data, appear in Table 1.

Table 1 Sampling Plan and Questionnaire Return Rate							
Sample Group	Questionnaires Out	Questionnaires Returned	College or University	Public Sector Business	Private Sector Business	Consulting	Other/ Nonspecified
CEWC	18	13 (72%)	5 (38%)	3 (23%)	1 (8%)	4 (31%)	0
WS Registrants	385	128 (33%)	13 (10%)	15 (12%)	56 (44%)	35 (27%)	9 (7%)
General Membership	470	128 (27%)	42 (33%)	15 (12%)	24 (19%)	42 (33%)	5 (4%)
TOTAL	873	269 (31%)	60 (22%)	33 (12%)	81 (30%)	81 (30%)	14 (5%)

Results And Discussion

In broad terms, our interest was to exchange ideas and collect information that could be used to enhance professional effectiveness and generally have a beneficial influence on SIOP member functioning. The specific focus of the survey was to obtain information to guide CEWC planning efforts to develop a relevant and attractive set of workshop topics. All of the data and information collected via the questionnaire served these purposes. However, of wider interest to the general membership, and to other SIOP committee members in particular, might be the results pertaining to the degree of interest ratings for the Specific Content Functions.

Table 2 presents the mean degree of interest ratings for each Specific Content Function for the overall group of respondents and each subgroup (i.e., workshop participant, general membership, and workshop committee member). The rank order of each Specific Content Function, based on mean degree of interest ratings for the four respondent groups, is presented in parentheses. Thus, the workshop committee respondents rated "Employee Surveys" as the area of greatest interest, while with reference to the overall or total group of respondents this content area came in at 11th place. Those content areas that were among the top twelve in terms of the overall or total group are printed in bold letters. While the data for the Specific Workshop Topics were also interesting, they perhaps have less value to those outside the CEWC. For this reason they are not reported here.

Table 3 organizes the workshop offerings from previous SIOP conferences into the same content model used for the questionnaire. An examination of this table indicates good representation across the different content domains. However, there does appear to have been a heavier emphasis on "I" types of topics over the years, and the current survey data suggests a greater emphasis on "O" topics might be warranted. The plan is for the CEWC to collect and track these data on a more formal basis in the future. By monitoring the interests and needs of the membership, the CEWC and other SIOP committees will have a firmer basis for making decisions and will serve even more effectively than before. SIOP members who have questions about the market survey results, or who have suggestions for improving the survey process, are encouraged to write Jeff Schippmann (CEWC Member), Personnel Decisions, Inc., 480 Williams Tower, 5215 North O'Connor Blvd., Irving, TX 75039.

Table 2
SIOP 1994 Market Research Results

	Overall n=269	Workshop Participants n=128	General Membership n=128	Workshop Committee n=13
SPECIFIC FUNCTION AREAS				
INDUSTRIAL				
1. Legal Issues	3.34 (15)	3.52 (11)	3.10 (23)	3.85 (7)
2. Job Analysis	2.87 (33)	2.94 (33)	2.76 (34)	3.08 (30)
3. Job Design	2.86 (34)	2.80 (35)	2.88 (33)	3.08 (30)
4. Performance Appraisal	3.36 (14)	3.42 (16)	3.29 (14)	3.54 (22)
5. Job Performance/The Criterion	3.61 (7)	3.79 (4)	3.40 (10)	3.92 (2)
6. Selection/Testing Tools and Approaches	3.82 (2)	4.00 (1)	3.63 (5)	3.85 (7)
7. Selection/Validation Issues	3.64 (5)	3.88 (2)	3.40 (10)	3.69 (13)
8. Test Construction	3.20 (21)	3.36 (17)	2.98 (30)	3.69 (13)
ORGANIZATIONAL				
9. Culture/Climate	3.61 (7)	3.54 (9)	3.67 (4)	3.77 (10)
10. Decision Making	3.05 (28)	3.03 (27)	3.08 (24)	3.00 (34)
11. Intergroup/Communications (conflict/ negotiation)	3.16 (22)	3.12 (25)	3.21 (18)	3.15 (29)
12. Attitude Measurement	3.41 (13)	3.43 (15)	3.35 (35)	3.85 (7)
13. Leadership	3.70 (3)	3.67 (7)	3.75 (2)	3.69 (13)
14. Motivation	3.54 (10)	3.52 (11)	3.56 (7)	3.69 (13)
15. Organizational Change	3.94 (1)	3.88 (2)	4.01 (1)	3.77 (10)
16. Training/Executive Development	3.28 (18)	3.31 (20)	3.22 (17)	3.62 (18)
17. Work Groups/Teams	3.70 (3)	3.69 (6)	3.68 (3)	3.92 (2)
METHODOLOGICAL				
18. Applied Research Methodology	3.44 (12)	3.45 (13)	3.36 (12)	4.00 (2)
19. Qualitative Research Methods	3.16 (22)	3.25 (23)	3.06 (25)	3.31 (23)
20. Statistical Techniques	3.00 (30)	3.00 (28)	2.94 (32)	3.62 (18)
HUMAN RESOURCE MANAGEMENT				
21. Absenteeism/Turnover	2.73 (36)	2.74 (36)	2.73 (35)	2.69 (37)
22. Current Topics/Issues (e.g., I/O and work and family issues)	3.32 (17)	3.32 (19)	3.26 (15)	3.77 (10)
23. Downsizing/Outplacement Issues	3.26 (19)	3.31 (20)	3.15 (21)	3.62 (18)
24. Employee Surveys	3.50 (11)	3.53 (10)	3.42 (9)	4.08 (1)
25. Gender/Ethnic/Diversity Issues	3.12 (25)	3.24 (24)	2.95 (31)	3.69 (13)
26. Impact/Payoff of HR Practices	3.62 (6)	3.74 (5)	3.47 (8)	3.92 (2)
27. International IO/HR Management	3.04 (29)	2.99 (29)	3.00 (27)	3.92 (2)
28. Reward Systems/Compensation	3.14 (24)	3.28 (22)	3.01 (26)	3.31 (23)
29. Stress in the Workplace	2.95 (32)	2.91 (34)	2.99 (28)	3.08 (30)
30. Succession Planning/Career Management	3.26 (19)	3.35 (18)	3.17 (19)	3.31 (23)
31. Total Quality Initiatives	3.06 (27)	2.98 (30)	3.13 (22)	3.08 (30)
32. Work and Family Issues	3.00 (30)	2.98 (30)	2.99 (28)	3.31 (23)
OTHER				
33. Consulting Practices/Issues	3.34 (15)	3.45 (13)	3.24 (16)	3.31 (23)
34. Ethics	3.12 (25)	3.07 (26)	3.16 (20)	3.23 (28)
35. I/O Career Development	2.82 (35)	2.96 (32)	2.69 (36)	2.77 (35)
36. I/O Issues for Academicians	2.17 (37)	1.96 (37)	2.32 (37)	2.77 (36)
37. New Technology/Tools	3.60 (9)	3.62 (8)	3.59 (6)	3.62 (18)

Table 3
Workshop Offerings By Function Area

	85	86	87	88	89	90	91	92	93	94	95	Total
SPECIFIC FUNCTION AREAS												
INDUSTRIAL												
1. Legal Issues	1	1		1	1	1	2	2	2	1		12
2. Job Analysis				1	1				1			3
3. Job Design					1							1
4. Performance Appraisal	1		1		1	1		1			1	6
5. Job Performance/The Criterion												0
6. Selection/Testing Tools and Approaches		1	1	2		2	1	1	1	2	2	13
7. Selection/Validation Issues			1		1	1	1	1	2			7
8. Test Construction	1			1								2
ORGANIZATIONAL												
9. Culture/Climate									1		1	2
10. Decision Making												0
11. Intergroup/Communications (conflict/ negotiation)	1	1										2
12. Attitude Measurement												0
13. Leadership		1						1				2
14. Motivation												0
15. Organizational Change		2			1	1		1	1		1	7
16. Training/Executive Development	2		1	1	1	1				1	1	10
17. Work Groups/Teams		1					2	1	1	1	1	7
METHODOLOGICAL												
18. Applied Research Methodology	1				1							2
19. Qualitative Research Methods	2								1			3
20. Statistical Techniques						1	1			1		3
HUMAN RESOURCE MANAGEMENT												
21. Absenteeism/Turnover												0
22. Current Topics/Issues (e.g., I/O and work and family issues)		1		2		1	1		1	2	1	9
23. Downsizing/Outplacement Issues			1							1		2
24. Employee Surveys	1						1	1			1	4
25. Gender/Ethnic/Diversity Issues												0
26. Impact/Payoff of HR Practices		1						1	1	1	1	5
27. International IO/HR Management					1			1				2
28. Reward Systems/Compensation			1		1			1			1	4
29. Stress in the Workplace		1										1
30. Succession Planning/Career Management			1	1						1		3
31. Total Quality Initiatives					1		1	1		1		4
32. Work and Family Issues												0
OTHER												
33. Consulting Practices/Issues	1		1			1	1			1		5
34. Ethics					1							1
35. I/O Career Development											1	2
36. I/O Issues for Academicians												0
37. New Technology/Tools	1	1				1					1	4

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Nine Rules For Doing Ability Research Wrong

Malcolm James Ree
Saint Mary's University of Texas

Very often the ordinary predictor validation study is an ability study. Do measures of verbal ability predict success on the job or in job training? How good is general cognitive ability as a predictor of physicians' job performance? Does psychomotor ability predict performance for pilots? What abilities predict performance criteria for the job of cashier? These are typical questions of interest. They are, in fact, statements about the relationship of ability to job performance. Over the years a mainstay of industrial/organizational psychology has been the search for new abilities.

When I told my colleagues that I was going to write a paper directed to applied psychologists on doing ability research wrong they told that was like carrying coals to Newcastle. They said that many of you had refined and raised this to a high art. I guess that means these remarks are directed to the newer members who have not yet honed these research skills.

Rule 1. *Avoid looking in the published literature.* If you can keep your research from having a sound theoretical basis, you can confuse others as to how it fits into the grand scheme of things. You can almost guarantee that no one can find and read your original sources. For example, I surveyed 20 technical reports published by government or government-funded laboratories and private research organizations in 1991. The average percent of references which were from the published literature was 1.1. Contrast this with four volumes of well-known manpower, personnel, and training journals in 1991 which had above 99% published references in a sample of 20 articles.

Rule 2. *Develop unreliable measures of abilities.* Spearman showed in 1904 (see for example, Gulliksen, 1950) that the maximum correlation obtainable between two variables was a function of the product of the square roots of their reliabilities. Reducing the reliability of your experimental ability measure will produce lower correlations between it and the current tests and offer spurious hope of measuring something different than current tests measure. An almost sure-fire way to reduce reliability is to turn multiple choice paper-and-pencil test items into computer administered true-false, yes-no, same-different items. Unless you increase the number of items many times, the resulting scores will suffer from low reliability. These scores with low reliability will produce low intercorrelations, suggesting measurement of unique abilities. Additionally, you can differentially weight the least reliable segments of the measurement battery to reinforce the effects of low reliability.

Rule 3. *Use small, range-restricted samples.* This rule is especially important as it can serve not only on its own behalf, but can also contribute to doing ability research wrong by lowering the reliability of all measures. The

consequence of using range-restricted samples is to produce extremely downwardly biased estimates of the correlation between two measures (Carroll, 1978; Thorndike, 1949), especially if subject selection was stringent and reduced the variance of tests to be correlated by 50% to 90%. Therefore, use range-restricted samples, but don't report the magnitude of the range restriction. Ideally, the most useful subject sample would be data collected from 20 junior or senior mathematics majors at an Ivy League or other highly selective university (Atwater, 1992; Wagner & Sternberg, 1985). Failing their availability, about 50 individuals in the upper few percentiles of a measure of general cognitive ability would substitute nicely. If you use a highly self or other preselected sample you can find startling results. For example, in a recent survey published in the *New York Times*, podiatrists estimated that about 80% of women wore shoes at least one size too small (Wainer, 1993).

Small sample size also plays a role here. Correlations have a large sampling error and therefore you are more likely to observe extreme correlational values in smaller samples (For more detailed explanation see Fisher, 1921; Hunter & Schmidt, 1990; Hunta, Schmidt, & Jackson, 1982; Ree & Earles, 1993). This pays a special dividend when the study is replicated and radically different values are obtained, and a career based on searching for moderator variables can be fashioned. The interpretation of this sampling error variance as true variance is a time-honored practice. Small range restricted samples lower correlations, offering the appearance of many potential factors and facilitating the interpretation of error variance as true variance. Small range restricted samples should have prominence in your research.

Rule 4. *Capitalize on chance.* Not only should error variance be interpreted, but cross-validation (Kennedy, 1988) should never be attempted. Further, disregard the fact that the ordinary bivariate correlation, r , is a downwardly biased estimator and that the multiple correlation, R , is an upwardly biased estimator, and that the difference between them is an exaggeration of the difference between the two population parameters.

Another way to capitalize on chance is to use a shotgun approach where many ability tests are used to predict many job performance or training criteria. This will allow you to find all the ability-criteria pairs that are significantly correlated at your Type I error rate. You can then capitalize on the sampling variance of correlation *across* studies (Hunter & Schmidt, 1990). When it turns out that ability A is predictive of the criteria for jobs 1, 9, and 17, you can appeal to the Type I error rate and state that all three would not be significant by chance alone. Only those who have not successfully avoided the literature (see Rule 1) will recognize the fallacy of this statement (Schmidt, 1992).

Rule 5. *Use the wrong model of reliability.* If you have a test which shows variability from day to day, shows substantial learning effects, or is speeded, the worst possible estimate of reliability would be any measure of internal consistency (Cronbach, 1952; Stanley, 1971). Although test-retest measures would be more appropriate, high reliability values can frequently be found from this method of model misspecification. Those believing the misspecified estimates can correct the observed correlations (see Rule 2) based on small range-restricted samples (Rule 3) and be assured that the two measures do not share much in common and continue their research!

Rule 6. *Interpret the smallest source of variance in a factor.* This is especially important in this era of computerized measurement. For example, when you factor your matrix of ability correlations (Kass, Mitchell, Grafton, & Wing, 1983) and find that the first factor accounts for almost all the reliable variance, continue the process and rotate the factors. This distributes the first factor variance across the remaining factors (Jensen, 1980; Ree & Earles, 1992). These factors may then be interpreted on the basis of the *Topological Fallacy* (Walters, Miller, & Ree, 1993); more simply put—face validity can be employed. The problem here is that the greatest source of variance of any rotated factor almost always comes from the distribution of first factor variance (Jensen, 1980). If you can avoid residualizing (Schmid & Leiman, 1957) the factor structure, the true nature of the abilities being measured can remain hidden for decades. This is especially true if the name given to the factor is something new and trendy like “facts-strategy velocity.”

Rule 7. *Be concerned only with your experimental variable and not with variables to which it may be related.* We have yet to see measures of human attributes that predict educational performance, job performance, or other occupational criteria which are not related to each other and to other non-ability variables. Remember that when you select applicants for jobs or training on the scores of a variable, you also select on all the variables to which it is related. Brand (1987) presents a list of 36 variables related to intelligence including social skills, altruism, motor skills, physical fitness, and leadership. When your sample has been selected on the basis of *g*, it has been selected, at least to some degree, on social skills, altruism, motor skills, physical fitness, and leadership and vice versa. Rule 7 is especially recommended for those who love surprises.

Rule 8. *Disregard group differences.* Well known race and sex differences should be presented, but lesser known differences should be ignored. Research has shown that while there is a consistent mean difference between scores on tests of African-Americans and Whites, few investigators pay attention to the larger difference for space perception tests (see Willerman, 1979). See Rule 1. Further ignored are the differences among White ethnic groups. Jews, for example, typically score higher on verbal factors relative to other factors (Loehlin, Lindzey, & Spuhler, 1979). Alternately, Asian-American mean

scores on the quantitative factor is greater than on any other factor. Test content could effectively exclude some groups through adverse impact. Rule 8 is especially recommended for those who like to surprise manpower managers.

Rule 9. *Avoid using marker variables.* Marker variables are generally agreed upon measures of a construct. Meta-analyses have shown three nearly ubiquitous predictors: psychometric *g*, the personality construct of conscientiousness, and psychomotor ability (Barrick & Mount, 1991; Hunter & Hunter, 1984; Ree & Earles, 1992). If marker variables for these constructs are not included in your study, the true identity of a new ability can be concealed. Patterns of correlations with known marker variables go a long way to reveal what is really measured by a new ability test. It is especially important that you don't provide three measures (indicators) of a factor so that the ability factor cannot be properly determined. Imagine what would happen if your test of salesmanship ability turned out to correlate strongly with markers of *g* and conscientiousness. You would have to find a new ability to measure!

Combining the rules: An exemplar. By way of conclusion I recommend the following study which includes all nine rules (and then some). Start with a sample of 20 White male physics undergraduates from an Ivy League university. The uniformity of the subjects can be pawned-off as experimental control and it will also save you from having to even consider differences among population subgroups. Give them a set of 10 newly-developed tests of the subconstructs of “Implied Culled Knowledge” (ICK). Make sure the tests rely on a computer and have two answer choices per question or task—about 12 timed questions ought to be enough. Do not bother to collect measures of *g*, personality, or psychomotor ability. Choose 10 courses taken by all the subjects and compute individual correlations for the final grade for each course. Forget the messy idea of sampling error creating variability in the correlations across the group of courses. Notice that the correlations range from -.40 to +.70, suggesting that ICK is useful in some courses and not in others. Wow!

Disregard the problem of range-restriction by proclaiming it irrelevant and stating that you were only interested in selecting into Ivy League Schools anyway. Compute reliabilities using measures of internal consistency because you have no parallel forms and besides, the tests show large learning effects, making the use of test-retest reliability troublesome.

Do a factor analysis and identify several rotated factors such as erudition refining speed, latent knowledge, and moiling memory. Without marker variables, who is to say you are wrong? Finally, avoid information found in places such as personnel records which might provide evidence that your ICK tests are related to variables such as qualification test scores or academic achievement. Following these nine rules can insure a lifetime as an investigator of new abilities.

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Obituary:

Carroll Leonard Shartle (1903-1993)

"It was fun to go to the White House with DOT [the *Dictionary of Occupational Titles*] under my arm. No ID card or pass was required," wrote Washington insider, Carroll Shartle. As a member of Franklin Roosevelt's two-person Committee on Occupational Deferments for Federal Employees, he probed employees about their work and knew of the atomic bomb before Harry Truman did. His contributions to his field included developing and applying systematic procedures for analyzing important worker characteristics and job requirements for the nation's jobs and planning and conducting seminal multidisciplinary research on leadership behavior, rather than studying personality traits. The change from studying personality traits to behavior is now considered to be a paradigm shift.

Born in Ruthven, Iowa, on June 26, 1903, Cal died of a stroke on September 4, 1993. He was the only child of a farmer-auctioneer and school teacher. An ancestor founded Shartlesville, Pennsylvania, and his mother went to Iowa in a covered wagon. his interest in William Jennings Bryan's chautauqua lectures served as an early indicator of an academic career. Elected a member of National Collegiate Players, he used his dramatic skills later in testifying before Congress. he enjoyed boating and was an avid fisherman.

Cal received his mater's degree under Henry Garrett at Columbia University, where he met his wife and supportive partner, Doris Phelan Brown, a social worker who easily found employment during the Great Depression. Cal studied under five American Psychological Association (APA) presidents, including Clark Hull and Gardner Murphy. He obtained his Ph.D. in 1933 under Harold Burt at The Ohio State University and considered Burt, Sadie Shellow, and M. R. Trabue his favorite bosses. Cal moved easily between the academic world and the government, where he worked at the Department of Labor (DOL), Air Force, and Department of Defense. In 1935 he began at DOL's Occupational Research Program (OPR), which under his leadership produced the 1939 *Dictionary of Occupational Titles* (now in its fourth edition) and grew to a staff of 200, the largest civilian occupational research unit of its time.

Linked with Walter Dill Scott's World War I army research group through common advisory committee members, ORP's technical Board specified that all occupational information be based on job analysis. Shartle, a long-term planner who was ahead of his time, anticipated wartime staffing needs before the United States entered World War II by conducting job analyses using job elements in 8,000 industries and by recognizing the capabilities of persons with disabilities and women. He opened job opportunities to women by

reviewing jobs previously closed to them. The job analyses included physical demands analysis, which, along with assessment of the strengths of workers, was later used in placing veterans with disabilities. Information provided to selective service personnel and to industry included staffing tables to aid officials in making draft deferments, simplifying jobs, and determining training requirements for replacement personnel.

After the war, he returned to academe to secure funding for designing and chairing the internationally acclaimed 10-year Ohio State Leadership Studies at the Personnel Research Board. His team, which included representatives from psychology, sociology, and economics, developed and followed a paradigm rather than a theory. The resulting leadership factors, Structural and Considerations, with Facilitating Action (Shartle's favorite), also describe his personality. He carefully balanced structure and consideration and excelled at facilitating the actions of students and colleagues. His modest demeanor, which put people at ease, masked the fact that he was an expert in getting projects moving and completed and that he superbly used informal contacts in getting the job done. He admired General George C. Marshall's leadership style, which relied on subordinates' ideas for decision making.

Cal was a charter member of Division 14 (now the Society for Industrial and Organizational Psychology [I/O]). He adeptly juggled his many professional activities. In 1950, when APA had only 7,272 members, he was APA treasurer, on the Board of Directors and Council of Representatives, on the Publication Board, and president of Division 14. As a result of their productivity, he and Anne Anastasi were dubbed King Carroll and Queen Anne. Cal was foresighted in urging APA to move its headquarters to Washington, anticipating government's increasing role in science funding and policy and improving APS's image as an up-and-coming scientific and professional organization. He was involved in buying APA's headquarters building on 16th Street.

Cal, an exceptional research administrator, authored, for example, *Occupational Information* (3rd ed., 1959), *Executive Performance and Leadership* (1956), "Early Years of the Ohio State University Leadership Studies" (1979) in the *Journal of Management*, and *Ruthven Roots and the Braytons* (1986). His landmark career deserves a lasting place in the history of I/O psychology and government-sponsored research.

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From Both Sides Now: The Utility of Individual Personality Theory in I/O Psychology

by
Allan H. Church

Welcome to another edition of *From Both Sides Now*. For this issue, I've decided to focus on personality theory: more specifically, what is the relative contribution of personality theory over other types of constructs and models for understanding individual behavior and performance in organizational settings? Although I would not dispute the study of personality in general (after all, my dissertation demonstrated the link between a personality disposition—managerial self-awareness—and high performing individuals in organizations), as researchers and practitioners of psychology in industrial and organizational settings, it seems our focus ought to be on the more macro group and systemic levels of analysis rather than on the domain of personality theory. Many organizational change efforts and training and development interventions, however, appear to be quite heavily focused on the individual perspective—assessing and identifying personal strengths, weaknesses, skill sets, and dispositions—rather than on intergroup processes and dynamics (which is, at least in part, one of the significant contributions of social psychology to the field of I/O) and/or on the more broader concepts of organizational life such as culture, structure, reward systems, etc. While individual differences are real and they do manifest themselves in work settings, the context of the organization itself often gets the short end of the stick.

Clearly, the popularity of various personality "theories" (I acknowledge using the term loosely here) and their associated instruments among the field of psychology in general cannot be denied. One look at the number of assessment questionnaires on the current best selling list (e.g., the MBTI, FIRO-B, NEO PI-R, Campbell Leadership Index etc.) is evidence enough of this trend. Moreover, as we all know, for every one of these tests that is popular there are a plethora of "wannabes" produced by various vendors that are not. The buck does not just stop there, however. Personality theories and constructs are gaining in popularity among I/O, OB and OD practitioners as well. I recently came across a flyer from Consulting Psychology Press, for example, that describes several new training programs aimed at applications of the MBTI: e.g., "Uses of the MBTI in Leading Total Quality Management" and "Applying the MBTI in Leadership & Management Development."

Given the level of overall visibility as well as the frequency with which many of these constructs, such as the "Big Five" of personality, self-

monitoring, transformational leadership, and self-efficacy are being incorporated into organizational research studies (e.g., see Carson & Mowseian, 1993; Gist & Mitchell, 1993; Jenkins, 1993; Sadri & Robertson, 1993) it seems only fitting that we should take a step back to examine briefly why these theories of individual differences seem to fascinate those of us who work with organizations. Thus, the specific question posed to this issue's contributors reads as follows:

What is the real contribution of using individual personality theory (e.g., Big Five, MBTI, etc.) over other group level constructs (such as work group climate, management practices, organizational culture) or systemic issues and processes (e.g., reward systems, communication technology, organizational design) for understanding individual behavior and performance in organizational settings? Why are we so preoccupied with individual personality theory?

Len Goodstein, a consulting psychologist specializing in organization and executive development, was the first person to provide a response to my query. Len's perspective is that our preoccupation with describing and categorizing individual differences—over and above our specific domain of the study of organizations—is a manifestation of the fundamental need to explain our own and other people's *individual* behavior. He suggests that the rising popularity and application of the "Big Five" of personality to behavior in organizational settings should be encouraged rather than discouraged because it may, in fact, hold the most parsimonious and readily applicable answers to this need. According to Len:

The average literate adult can describe his or her physical environment in exquisite detail. People can describe a room, its dimensions, its furnishings and decorations, and its ambiance without difficulty or hesitation, often in a variety of different ways. But this competence is markedly lacking when it comes to describing themselves, others and their interpersonal worlds.

Our educational systems simply do not provide these literate adults with the conceptual or language tools to describe people adequately, neither their overt behaviors nor their psychological states. Rather, what we typically get in place of objective description is either praise—"She's simply the best manager we've got"—or scatological damnation—"He's nothing but a miserable S.O.B.!"

This pervasive lack of widely accepted nomological nets for describing and understanding individual human behavior is, in my considered judgment, the root cause of the intense interest in individual personality theory by those who work in organizations. The typical questions are direct and simple, although the answers rarely are, at least to the professional psychologist. "Why is Mary so conscientious while Sally is not?" "How can I motivate Fred to

complete his assignments in a timely fashion?" While group-level constructs such as work-group climate, organizational norms, reward systems, and the like provide some partial answers, the prevailing assumptions held by both psychologists and non-psychologists alike is that individual differences among people also provide some partial answers. How to understand and measure these differences is the special province of psychology, and psychology initially earned its place at the organizational table because of its purported expertise to do exactly that—understand and measure individual differences, including differences in personality.

In the best of all possible worlds, there would be a single, universally acceptable approach to describing individual behavior in organizational settings—a Grey's Anatomy of the psyche. But there is not! Such an individual personality theory would be readily comprehensible by both psychologists and their clients. Further, it would have only a few, easy-to-remember dimensions, ones that could both be reliably measured and have demonstrable heuristic value. I am convinced that the "Big Five" personality factors now offer a reasonable way of responding to this need for a system for describing human personality, though they still lack universal acceptance and the limits of their usefulness are yet to be firmly established.

Research on these five factors extends over five decades (see Goldberg, 1993 for a brief overview of this research) and yields five stable and memorable dimensions—neuroticism, extroversion, openness to new experience, agreeableness, and conscientiousness. These are readily understood by non-psychologists and their importance in workplace behaviors is intuitively obvious. At least two well-researched instruments that reliably measure these dimensions are available commercially—the Hogan Personality Inventory and the NEO PI-R. Most importantly, however, there now is considerable independent research supporting the validity of the five factors in the work place (Barrick & Mount, 1993; Tett, Jackson, & Rothstein, 1991).

There are those among us who are disdainful of this approach, citing the limitations inherent in describing human personality using only five variables on the one hand, and complex statistical interactions reported in some of the validity studies on the other hand. There are those who fault this line of research for not using their favorite factor-analytic technique, and so on. I am unimpressed by those dissenters. In any event, a simple fact remains: There is a crying need in the real organizational world for a psychologically based understanding of how human personality functions in that world. The Big Five provide the best answer at this moment in time.

Not to advocate their use is simply to encourage the use of other, less reliable and much less valid instruments instead!

Peter Cairo, Chairman of the Department of Social, Organizational, and Counseling Psychology at Columbia University, took a different approach to answer this issue's question. In particular, he suggests that our "preoccupation" with personality theory is due primarily to the complexities involved in conceptualizing, measuring, and identifying with group and system level constructs as opposed to individual characteristics or traits. He concludes that it may simply be the case that we as psychologists can't resist the temptation to analyze others' behaviors as well as our own.

I find this question fascinating largely because it implies that one must choose between individual personality theory and group level constructs. My view is that it is impossible to understand individual behavior (including performance) in organizational settings without both perspectives. This may sound as if I am begging the question, but I am simply recalling the words of one of my colleagues who said that he was convinced, after years of experience as a psychologist, that (and I'm paraphrasing here): "There are no main effects. Everything in life is an interaction!" Because people respond differently to the same set of stimuli (e.g., some perform well and others don't, despite generally similar organizational contexts) then clearly personality theory has something to tell us about why these differences exist. The tendency toward extroversion, altruism, conscientiousness, etc., can help us explain why people do the things they do. On the other hand, strikingly similar personality types exhibit dramatic differences that can often be explained, at least in part, by the contextual variables in their organization. Lack of direction, uninspiring leadership, dictatorial management practices, and inadequate rewards are likely to affect the behaviors/performance of even the most "agreeable" personality.

However, the question of which perspective offers the greatest contribution to our understanding of behavior/performance in organizational settings is very different from the other question: "Why are we so preoccupied with individual personality theory?" Although I must admit to being unsure who the "we" is in this case, three explanations came to mind. First, it is easier to focus on "main effects" than it is on "interactions." The complexity of many organizations, especially large ones, is simply difficult to think about. It often requires a level of cognitive functioning that is at best challenging and at worst beyond the ability of anyone to understand fully. It is far easier to explain a person's effective interpersonal skills by pointing to his/her needs for affiliation than to consider the degree to which the work group climate (e.g., level of trust, cooperation, etc.) interacts with personality characteristics to influence the

behavior that is exhibited—and this is at the so-called "local level." When you engage the loftier notions of culture, strategy, structure, etc., it becomes even more difficult to determine the amount of variance in individual behavior explained by those organizational dimensions.

There is a second reason for "our preoccupation." Group level constructs are difficult to measure. It may not be true that personality constructs are easier to measure, but few would dispute that we have had much more experience in this arena. And you do not have to be a student of personality theory or the psychology of individual differences to realize this. The amount of third class mail containing catalogue after catalogue of instruments purporting to measure all kinds of traits, styles, types, dispositions, characteristics, etc., is testimony to this fact. Measuring group level constructs is a far more recent enterprise. So measurement technology, which influences both research and practice, probably contributes to this perceived preoccupation.

Third, our preoccupation may also be a function of our ability to identify more quickly and closely with personality theory than organizational models. We think of personality constructs and quite naturally look for explanations for our own behavior. Many people find it far more interesting to see the results of their personality test than an analysis of their work group climate. There is intrinsic appeal for all of us in finding ways to answer the question: "Who am I?" So perhaps our preoccupation is also a reflection of our narcissism.

Finally, whether or not this preoccupation really exists and precisely what effects it has on our field are issues that can be taken up elsewhere.

Perhaps not surprisingly, both Len's and Peter's responses indicate the importance of combining the individual differences perspective of personality theory with the more complex, organizationally relevant variables and constructs in order to understand effectively behavior and performance in work settings. Although in some ways these answers remind me of one of my graduate professor's favorite comments with respect to identifying relationships between variables in applied settings—"it depends on the following conditions"—it is also important to remember that psychology has never been and never will be a hard science, and organizations are, after all, comprised of a collective of individuals engaging in their own patterns of behavior. Although neither Len nor Peter came forward with a hard line response advocating one or the other approach, I didn't really expect a definitive answer to my query, in any case. The last I heard, the nature-nurture debate was still in session as well.

As Peter notes, however, everything in life is an interaction and the contribution of personality theory to the study of organizational behavior can

only add to our ability to explore relationships among different people. Moreover, despite all our conceptualizing and pontificating about corporate culture, mission statements, strategy, and primary systems, when it's time to roll up your sleeves and start changing an organization from the inside out, you really do have to get involved, at some point in the process, in the minutiae of changing individual behaviors. The key to the whole thing, I suppose, is the determination of *what* behaviors for *which* people? Thus, we are back to the need to identify and classify people based on their individual differences. I can hear the personality psychologists laughing in the background even now.

Well, that's it for this issue. Thank you to Len and Peter for contributing their thoughts and opinions to this discussion. Please feel free to contact me via phone (914) 738-0080, fax (914) 738-1059 or mail—W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY 10803—with any comments, reactions, or suggestions you may have. Until we meet again.

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BIOGRAPHIES

Leonard D. Goodstein is an independent consultant based in Washington, DC specializing in organization and executive development, strategic planning, and assessing and restructuring organizational culture. He recently completed a three-year term as executive vice-president and chief executive officer of the American Psychological Association. Prior to this position, he had a distinguished academic career, including professorships at the Universities of Iowa, Cincinnati, and Arizona State. A frequent contributor to the professional literature, Dr. Goodstein has authored, co-authored, or co-edited 12 books and over 200 articles.

Peter C. Cairo is an Associate Professor and Chairman of the Department of Social, Organizational, and Counseling Psychology of Columbia University. He has consulted to a variety of organizations on managing organizational change, team effectiveness, leadership and management development, human resources planning, career management, and selection and recruitment. He has authored or co-authored numerous articles and reports on work adjustment, career development in organizations, and consulting in business and industry.

Practice Network

Thomas G. Baker
Micro Motion, Inc.

Practice Network provides a forum for the discussion of practitioner issues and opinions. I am always available to speak with you at (303) 530-8143 and hope you enjoy the features in this issue, including the listing of well over two dozen I/O groups around these United States.

The I/O Psychologist as Expert Witness

Practice Network was pleased to catch up with **Frank Landy** (Landy, Jacobs and Associates) in his new Colorado digs. In between moving boxes and establishing "Landy West's" consulting business, he found a few moments to discuss some of his thoughts on being an expert witness in court.

Frank has been involved in over 50 court cases. Currently, he is working on 10 to 12 cases. And this is only part of his workload. Federal cases can last an average three or four years—so it is possible to juggle these cases in and around a regular consulting workload.

Let us take a moment for a quick civics lesson on the federal court system: There are three levels to the federal court system. The Supreme Court is on top. Below the Supreme Court is the Circuit Court (of which there are a dozen or so). These two levels do not rule on cases directly, but oversee (affirming, reversing, or remanding) the rulings of courts below them. Just below the Circuit Courts are the federal District Courts. It is in District Courts that federal cases are tried. It is at the District level that Frank, or any expert witness, works when involved in federal cases.

Over the past ten years, Frank identifies at least three important changes he has seen when called in as an expert witness:

1. *More jury trials.* He feels that this has been heavily influenced by the 1991 Civil Rights Act, which allows plaintiffs to choose a jury trial. Previous to the passage of this Act, plaintiffs could call for a jury trial only in cases charging intentional discrimination, but now they may also call for them in cases dealing with charges of disparate impact.
2. *More age discrimination trials.* Frank attributes this trend to three inter-related items: (a) An aging workforce, that sees (b) the increasing number of cases resolved in the plaintiff's favor, not always but sometimes because of (c) the amount of downsizing going on in American companies.
3. *Wider acceptance of psychology in court.* Frank says that in the past he would have to "Explain a lot to the judge and even to my lawyers,

especially in the area of human factors," but sees an increasing sophistication (especially with federal judges) about psychological principles and the role they play in explaining human behavior.

When all is said and done, the expert is alone on the stand. You have the right to offer opinions as well as to state facts. "What you need to do is try to present objective things that have a scientific foundation, but the temptation is to overstate things as scientific fact," Frank warns. Temptations exist for you to be either overly flattered by your 'expert' standing or to get drawn into a personal battle with the other side's lawyer during cross-examination.

If there is a suit of professionalism and ethics you can put on, wear it to court. The courtroom is adversarial, it's designed to be win-lose. Only a fool becomes a part of this battle on a personal level.

For **Frank Landy**, the defining role of an expert witness is to educate a judge and/or jury. "You have to bring the jury along. . . a good educator is in his element in court," Frank feels. "I tend to think of juries as beginning college students, to teach to them at that level. When the jury goes home that night, I want them to feel they learned something that day."

The role that pre-trial preparation plays in establishing your credibility as an expert witness cannot be overemphasized. Frank gets his credibility the good old-fashioned way; he earns it. During preparation for a trial, Frank estimates he spends about 80% of his time discovering, reading, and learning information about the facts of the trial. For a recent case, this meant poring through 14 boxes of documents, reading every piece to learn what he could that might affect his expert testimony in any way whatsoever. In a typical trial, Frank finds himself on the stand for as much as seven hours and then undergoes two or more days of cross-examination. He does not prepare for this endurance run lightly! The damn thing is that an expert witness works without notes. To do otherwise may affect your credibility. Leading up to a trial, Frank spends as much as a full week reviewing, outlining, memorizing and rehearsing the facts of the case. Frank summarizes his pre-trial work by saying, "I must know every single detail of the case, because I am being asked to apply my expertise to a real, concrete case." This pre-trial work is repeated infrequently during the multi-year course of a trial, as many as seven times for the various stages of a case.

The toughest parts of this type of work include its physical and cognitive demands, constant assaults on one's credibility and ethics, the adversarial milieu in which a courtroom operates, the long duration of federal trials and the difficulty of working to the court's schedule.

Frank, thanks for sharing your views with *Practice Network*.

California I/O Group Offers Products for Sale

Practice Network avoids product endorsements. Exceptions are taken periodically, especially in the case of the offerings from non-profit groups, such as WRIPAC, the Western Region Intergovernmental Personnel Assessment Council, headquartered in San Bernardino, CA.

Check out these products. (Notice the pricing too. These folks will *never* make a profit.)

1. *Video training films*. These have already been featured in *Practice Network's* April 1994 issue. How-to videos on job analysis, item analysis, performance assessment. Favorite title is "Standard Deviates in Our Lives." \$35 per video.
2. *Job Analysis materials*. WRIPAC offers a manual for \$40 and software for a whopping \$10. Their procedures are based on traditional, content validation models. These materials have been updated since the ADA.
3. *Monograph series*. Five monographs in all: *Types of Tests and Appropriate Usage*, by **Terry S. McKinney**, 1990; *Examination Planning* by **Craig F. Wong**, 1991; *Pass Point Considerations* by **William E. Donnoe** and **Judy Capaul**, 1992; *ADA: It's Impact on Selection* by **Anita Ford**, **Heidi Hrowal** and **Terry McKinney**, 1993; *Test Security*, written by a kindly but unknown author in 1994. Four dollars per.

How does WRIPAC do it? Support this organization through the purchase of materials by contacting **Kristine Smith** (County of San Bernardino, California) at (909) 387-6086.

Sexual Harassment Charges on the Rise

Recent increases in the reported claims of sexual harassment have been paralleled by increases in the amount of money victims are being awarded. The EEOC is reporting more claims of sexual harassment than ever and the agency estimates the average award to be \$250,000.

The 5,623 claims filed in 1989 pale in comparison to the 11,908 charges filed against employers in 1993, an 111% increase over 4 years. Total monetary awards for the victims doubled from 1992 to 1993, reaching \$25 million.

Nationwide, the number of charges filed in 1993 was 11,908. Illinois had the largest increase, 433%, of the number of charges filed (616). Although California had 656 charges filed, their increase was the lowest at 0.8%.

Learning by Doing: From the "I" to the "O"

Practice Network had a most interesting conversation with **Ralph Mortensen** (RHR International, Detroit) about his experience changing roles from an Industrial to an Organizational psychologist.

"A lot of what I do as an organizational consultant is based on my background as an I/O psychologist, but a lot of it I have also had to build up over time," Ralph says. He feels all of us with a background in I/O have strengths in our factual, analytic, objective and structured way in which we approach situations, in our use of the scientific model. He also feels most graduate schools give us good internship experiences and that we have a good conceptual knowledge of businesses, how they are put together and what makes them tick.

Ralph feels we have additional, unrealized strengths. These include a good grounding in psychological principles imbuing us with more than the average amount of 'bed side manner. 'Ralph feels we have the "emotional wiring to do what is right for the client versus what is expedient," that we are a breed of high integrity. Additionally, for all of us who have seen something we have worked on for months get picked apart or torn to shreds, there is the quality of resilience, which Ralph feels most I/O psychologists share.

Ralph suggest five areas in which we need to improve in order to succeed in the arena of organizational consulting:

1. *Go with the flow.* A dynamic situation, such as a merger and acquisition, is not going to slow down or allow us to stop to "take a snapshot" of events. It is often difficult to get a clear picture of where events have just been or where they are going. Learning to deal with incomplete information in a dynamic situation is important. Ralph feels, "We are taught to be thorough, so the lack of time to be so can be disconcerting."
2. *Negotiate the roomful of mirrors.* A key point for Ralph is our need "to be able to apply and integrate multiple frameworks or levels of information." In a typical workunit versus workunit conflict negotiation (e.g., MIS vs. Finance), you have to get a bead on the individuals involved in the situation, integrate that with what's happening at the group level, and combine that with the organizational level of dynamics.
3. *Deal with "work in progress."* Be flexible about procedures. We are taught to gather info, plan, then execute, but things don't always work out that way. Ralph thinks of some organizational work he has done which required extensive one-on-one with a chief executive. Even given some pretty straightforward 360-degree information on his management style, it was months before this executive was able to 'see the light.' Sometimes it takes that long for people to

understand the meaning of some information, some folks are just not very objective about themselves.

4. *Learn about the individual.* "A lot of what I see going on in a company is heavily dependent on the psychology of the executives in that division." **Ralph Mortensen** says, "If you are doing an organizational intervention and you can't get a bead on the CEO, it could make the difference in the success of the intervention." We must get a better understanding of individual and inter-individual psychology to be successful at organizational consulting. This knowledge will not only help you to understand people at play, their needs and motivations, but will also give you the ability to deal with them more effectively, especially in one-on-one situations.
5. *Respond at the conference table.* An important hot button for Ralph is for us to learn how to deal with group dynamics as they happen, to learn how to respond to an immediate situation while our butt is parked around the conference table. What is happening around that table? Who is left out? Who's not brought in? A model Ralph uses to sort out some of these issues in real-time is courtesy of **Will Schutz's** three-part theoretical model: (1) Will anyone take me seriously (Inclusion), (2) Will I be able to influence the group (Responsibility), and (3) Will they like me (Affiliation)?

Thank you Ralph for sharing your thoughts with *Practice Network*!

An English-Only Workplace

A bill was introduced into the U.S. House of Representatives in September 1994 by Guam's congressman, Mr. Underwood, that would amend Title VII of the Civil Rights Act of 1964. This bill would make an employer's adoption of an English-only rule prima facie evidence of the existence of disparate impact.

This bill comes on the heels of the Supreme Court refusing to hear *Garcia v. Spun Steak Company* which let stand an appellate court ruling allowing employers to enact English-only policies. The Justice Department had urged the Supreme Court to hear this case based on what they thought were possible violations of Title VII of the Civil Rights Act of 1964. The Supreme Court, nevertheless, refused to hear the case, thereby letting the 9th Circuit U.S. Court of Appeals ruling stand. The ruling in the Garcia case only applies to areas under the 9th Circuit's jurisdiction, which includes Guam (as well as CA, OR, WA, MT, IL, AZ, AK, NV and ID.)

Underwood's bill, House Resolution 5127, was referred to the Committee on Education. There were no co-sponsors.

This Isn't Your Mother's AT&T

Reaching out to touch someone is rapidly going global. The Internet is changing everything. *Practice Network* hereby awards it's *Long-Distance-But-Staying-In-Touch* award to **Dong-Gun Park**, Associate Professor in Psychology at Ajou University in South Korea.

Dong-Gun contacted *Practice Network* this past fall via the Internet. He is not the only international SIOP member, though. Check out page 96 of the 1993 Membership Directory—we gotcha Canadian members, Puerto Rican members and, as in Dong-Gun's case, members from distant lands called 'Other.'

Thanks for calling Dr. Park!

Using Skills in Unusual Way

Practice Network recently caught up with **Al Johnson** (Health Decisions, Inc.) and found Al using his I/O skills in a most unusual way. His background in wellness and survey research serves him in his current work, a fascinating mixture of his background with a heavy dose of empiricism thrown in.

Al's firm, founded by Donald M. Vicery, M.D., "provides organizations with demand management products and services." Yeah, gobbledygook to me too. Then I discovered this meant that Al helps companies understand employees' demands and patterns for health care services. The goal is to use the research findings to design interventions to manage these costs.

Using cluster analysis on firms with 1,500 or more employees, Al has found that, for most companies, health care utilization breaks down into six or seven distinct clusters of illnesses and people. Specific results are highly proprietary, but Al uses the example of one cluster, the *Worried Well*, to illustrate his work. The *Worried Well* have been found to be high-cost, frequent users of health care who visit doctors for relatively minor or often unspecified medical problems. Sound like somebody you know?

According to research on health care, only 15-25% of health care system utilization can be traced to patient morbidity (the presence of illness). However, 25-50% of health care use reflects 'perceived need' for care. One of Al's biggest challenges is operationally define this need and collect data on it.

Al and Health Decisions, Inc. use cluster analysis to identify the key drivers for a company's medical costs and utilization. After these drivers have been identified, HDI recommends medical, organizational, financial and other strategies to help a company control health care costs. Thanks Al for sharing your job with *Practice Network*!

I/O Group Surveys Itself

Practice Network received a copy of the Colorado-Wyoming I/O Group's recent membership survey. Thirty-four members of the group used a scale combining a member's interest and ability to rate themselves in 28 I/O content areas.

This group rates themselves as possessing a high level of expertise in the following areas of specialty; Selection/Testing/Validation, Training, Research Methodology and Organizational Change and Development.

Content areas in the take-it-or-leave-it category (operationally defined as having as much expertise in an area as a beginning graduate student or leaving the item blank) include: Aging, Absenteeism/Turnover, Socio-Tech Systems, Work & Family issues, Reward Systems/Compensation and Intergroup Conflict/Negotiation.

CO-WYO I/O may survey a local HR group on these same 28 I/O content areas. Opportunities for learning more about the needs of HR customers and information sharing abound!

Personality Test Challenged in CA: Here We Go Again?

On 10/20/94, a class action suit was filed in California against a company using an entry level personality test (*Thompson v. Burns International Security Services*, #963309, 1994). The suit alleges that the test violates the California Labor Code because it contains inquiries regarding political views. Although the test at issue in this case is not the MMPI or CPI, plaintiffs in *Soroka V. Dayton Hudson* also filed the same cause of action. Stay tuned!

Thanks to **Dave Arnold** and **Melanie St. Clair** (Reid Psychological Systems, Chicago) for this information and the previous *Practice Network* stories on English-only workplace rules and the increase in sexual harassment charges.

— — — — — Clip and Save — — — — —

My-O, My-O, So Many Many I/O!

Practice Network got started updating a list of I/O and related groups around the country and *man* it was without end! There are a lot of groups around for the networking extrovert in all of us. In a weak moment, I added SHRM to this list, but otherwise here is a list of formal and informal, large and small groups of I/O practitioners and academicians around these here United States. If I missed your group, give me a call and I'll run it in the next issue of TIP.

ABSORB (Applied Behavioral Sciences Organization Work Behavior) A research respectful Minneapolis/St. Paul area behavioral science group meeting quarterly. Ann Wiggins Noe at (612) 423-2781.

ASAP (Atlanta Society of I/O Psychology). Bi-monthly meetings, periodic workshops and a newsletter. About 80 members. Josh Sandifer at (404) 729-5945.

CAPA (Connecticut Applied Psychology Association). Bi-monthly meetings through the academic year to discuss I/O and related topics. Newsletter. Todd Silverhart at (203) 674-4355.

Central Florida I/O Interest Group An informal I/O interest group with infrequent dinner meetings in the Tampa Bay/Orlando area. About 75 members. Ed Levine at (813) 974-0459.

CODESP (Cooperative Organization for the Development of Employee Selection Procedures). A consortium of classified personnel departments in CA public school districts who meet in Orange or LA counties. Five meetings and one training session each year. Newsletter. Share test item data bank. Close to 90 members. Jan Klein at (714) 847-8203.

CO-WYO I-O (Colorado-Wyoming Associations or I/O Psychologists) Meetings three to four times a year to discuss a wide range of I/O topics. About 75 members. David Robinson at (303) 581-9778.

D/FW-OPG (Dallas/Fort Worth Organizational Psychology Group). Quarterly meetings on a range of I/O topics. About 65 members. Dong Johnson at (817) 565-2680.

GCAIOP (Greater Chicago Association of Industrial/Organizational Psychologists). Alice Stuhlmacher at (312) 362-8639.

GIOP (Gateway I/O Psychologists). Bi-monthly meetings in the St. Louis area. Newsletter. Larry O'Leary at (314) 968-5599.

HAIOP (Houston Association of I/O Psychologists). Monthly meetings during the academic year. Newsletter. Jocelyne Gessner at (713) 743-8519.

IPMA (International Personnel Management Association). The "SHRM" for public sector HR generalists. 50 local chapters. Sarah Shiffert at (703) 549-7100.

IPMA-Assessment Council. A subset of IPMA. Focuses on recruitment, selection and assessment issues primarily in the public sector. 600 members. No local chapters. Marianna Ernesto at (703) 549-7100.

MAIOP (Michigan Association of I/O Psychologists). Three to four meetings a year in the Detroit area. Ralph Mortensen at (810) 352-9520.

MAPAC (Mid-Atlantic Personnel Assessment Consortium, Inc. An association of mid-Atlantic public sector agencies interested in assessment. Quarterly conferences and a newsletter. John Kraus at (609) 984-3115.

METRO (Metropolitan New York Association for Applied Psychology). The 'granddaddy' of all I/O groups. Monthly meetings, newsletter, job listings. 500-600 members. Tony Zinsser at (718) 834-8059.

Minnesota Assessment Council. An association of public sector agencies interested in assessment. Meetings held four times a year in the Twin Cities area. Steve Nutting at (612) 673-3124.

Northwest Conversations. An informal association of assessment professionals in the Pacific Northwest. Mighty nifty annual two-day conference in Seattle. Cheryl Parmele at (206) 556-2124.

PCT/A (Personnel Testing Council of Arizona). Quarterly meetings, annual conference and a newsletter. Vicki Packman at (602) 236-8731.

PTC/MW (Personnel Testing Council of Metropolitan Washington). Monthly meetings, semi-annual conferences and a newsletter. Jay Gandy at (703) 908-9692.

PTC/NC (Personnel Testing Council of Northern California). Monthly meetings, spring conference and a newsletter. Periodic training workshops. Mike Willihnganz at (916) 732-6051.

PTC/SC (Personnel Testing Council/Southern California). Monthly meetings, dynamite bi-annual conferences and a newsletter. Quarterly research meetings and workshops. T. R. Lin at (213) 765-3376.

PTC/SD (Personnel Testing Council of San Diego). Bi-monthly luncheon meetings and a newsletter. Mary Thigpen at (619) 691-5096.

PTC/SF (Personnel Testing Council of South Florida). Meetings combined with workshops once every three months in the Fort Lauderdale area. Newsletter. Michael Chasin at (305) 357-6431.

PTC/UNY (Personnel Testing Council of Upstate New York). Bi-monthly meeting. Annual conference. Nancy Abrams at (716) 425-4273.

SCPMA (Southern California Personnel Management Association). Monthly meeting in LA or Orange County area. Spring conference. Training sessions throughout the year. 500 members. Nancy Spencer at (714) 738-6363.

SIOP. Call our fine administrative office folks at (708) 640-0068.

SHRM (Society for Human Resource Management). National group focusing on the needs of HR generalist. Your VP of HR belongs to this group. Scads and scads of local chapters. (800) 283-7476.

TIOP (Texas I/O Psychologists). A new organization serving the needs of I/O psychologists across the state of Texas. Vicki Vandaveer at (713) 868-2527 or Debra Steele-Johnson at (713) 743-8516.

WRIB (Western Regional Item Bank). Cooperative personnel testing resource utilizing a test item database. Periodic training sessions. 160 members nationwide. Kristine Smith at (909) 387-6086.

WRIPAC (Western Regional Intergovernmental Personnel Assessment Council). A consortium of public sector agencies in CA, NV, and AZ

with an interest in assessment. Three meetings a year. Job analysis tool, video training tapes and monograph series. Newsletter too. Donna Terrazas at (510) 287-0707.

R-U-ADA?

Don Zink is researching how employers are responding to the testing and workplace accommodations provisions of the Americans with Disabilities Act. He would appreciate receiving examples of policies, experiences, opinions, or any other information you think might be of interest. Anything sent to him will be treated with strict confidentiality unless you tell him otherwise. He can be reached at **Personnel Management Decisions, 6824 South Olympus Drive, Evergreen, CO 80439. Telephone: 303-674-4346; FAX: 303-674-4137.**

Front Page, Above the Fold

Anyone knowing the whereabouts of Dr. Bradford Smart, featured on the front page of the *Wall Street Journal*, 8/29/94, please ask him to contact *Practice Network*. "Part marriage counselor, part investigator of executive thinking. . .," several readers would like to understand how an I/O psychologist gets such prominent coverage. ". . . Shrinks (not) like Dr. Smart. . ." can reach *Practice Network* by contacting **Thomas G. Baker at Micro Motion, Inc., Boulder, CO. Voice: (303) 530-8143. FAX: (303) 530-8007. Email: VTCJ69A@prodigy.com.**

SIOP Calendar

TIP Deadline for April Issue	February 15
SIOP Conference Hotel Registration Deadline	April 18
SIOP Conference Mail Registration Deadline	April 14
SIOP Pre-Conference Workshops Mail Registration Deadline	March 31



Make a Difference

If you want to make a difference in business, RHR International would like to talk to you. We are the leader in psychological consulting with senior management of the world's foremost companies. We are expanding in both domestic and international markets and are seeking doctoral-level, licensable psychologists for full-time, career positions.

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FACTS ON TIP

The Industrial-Organizational Psychologist

What is TIP?

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

Who reads TIP?

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

What does TIP contain?

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

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

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

Who writes for TIP?

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

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

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

- **Timely**—they address an issue of current concern for many I/O psychologists (e.g., implications of the ADA)
- **Well-written**—the purpose of the article is stated at the outset; the remainder of the article is well-organized and grammatically solid
- **Short**—contributions should be no more than 10 double-spaced pages
- **Interesting in presentation or topic**—Pure empirical studies are rarely published in **TIP**. Research reviews or theoretical papers may be. Debates, interviews, creative formats, or articles which express a divergent viewpoint will usually be inherently more interesting than research summaries.

What is the process of submitting to TIP?

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

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

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

Texas I/O Psychologists Organize A Statewide Professional Association

Vicki V. Vandaveer
Debra Steele Johnson

In response to significant changes that are occurring state by state across the nation pertaining to the practice of psychology, some of which may potentially affect I/O psychologists, I/O psychologists in Texas have come together to form a new statewide professional organization.

With the assistance of **Lynn Rehm**, a clinical psychologist, researcher and professor at the University of Houston and currently President of the Texas Psychological Association (TPA), a small group of I/O psychologists (**Debra Steele Johnson, Rodney Lowman, Clyde Mayo, Kalen Pieper, Diana Rathjen, and Vicki Vandaveer**) recently developed and conducted a survey of I/O psychologists in Texas to assess interest in organizing a statewide association. Lynn actually initiated this organizing effort, and he made available the resources of TPA for assembling and mailing the survey. While he would like to see I/O form a division of TPA, he is providing assistance even in the event that Texas I/O psychologists decide to have a free standing organization with some kind of liaison with TPA.

The purpose of conducting the survey was actually twofold: (a) to provide Texas I/O psychologists with information about the recent changes that could affect their practice, and (b) to assess interest in forming a statewide professional association. As you may know, few I/O psychologists are active in state psychological associations, and as a result are not typically privy to information that can affect I/O practice. Recent events at both the state and national levels signal a rapidly changing environment for I/O practice. Texas' law governing the practice of psychology recently changed after sunseting in September, 1993. Aspects of the new law (which by the way are very similar to other recently revised state laws) that are pertinent for I/O psychologists include the following:

- It is now a **PRACTICE**, as opposed to a **TITLE** law. That is, regardless of what one calls him — or herself, if one practices psychology as defined in the law, one must be licensed. Exemptions now include only those employed in a government agency, public school district, or institution of higher learning *and who do not perform consulting services for a fee*; (b) students or residents of psychology; (c) those licensed in some other field; (d) members of the clergy; or (e) those working in a volunteer organization. **I/O psychologists working in for-profit organizations are NO LONGER EXEMPT.** This is a national trend.

- "Practice of psychology" includes such activities as rendering to individuals or **groups** any service including **computerized procedures**, that involves but is not restricted to the application of established principles, methods and **procedures of describing, explaining, and ameliorating behavior**. The practice of psychology addresses **normal behavior . . . organizational structures, stress . . .** [Emphases added]
- Those who are licensed must now earn 12 Continuing Education credits per year in order to renew their licenses.
[Note: For information on obtaining approval from the state board to allow CE credits for attendance at local I/O association meetings, contact **Barry Blakley** from the Houston Area I/O psychologists (713/529-3015).]

At the national level, a recent decision by the U.S. 11th Circuit (Abramson v. Gonzalez, 949 F.2d 1567, 11th Cir. 1992) viewed a title law as restriction of free speech. States are moving from law restricting the use of the title "psychologist" to laws that restrict specific domains of practice to licensed psychologists. Of course, most I/O psychologists are quick to point out that many non-psychologists do much of what we do in I/O, such as training, performance appraisal, surveys, etc., and that enforcement of the law pertaining to the "practice of psychology" as defined is virtually impossible. That is, we cannot limit the practice as defined to licensed psychologists. All of the issues that the reader is no doubt thinking of as he or she reads this article are exactly why we initiated the survey. We have not been sufficiently involved in professional matters in our states to make these issues known to lawmakers, other psychologists, or the public. It is little wonder that they have not been adequately addressed.

HIGHLIGHTS OF THE SURVEY RESULTS

- 101 out of 200 responded, for 50% response rate. (Pretty good for a survey that arrived in a TPA envelope!)
- Interest in belonging to a statewide organization of I/O psychologists:
 - 28% Very
 - 27% Moderately
 - 28% Somewhat
 - 11% Mostly Not
 - 5% Don't Know
 - 1% No response
- Preference relative to form:
 - 42% Separate organization, but affiliated with TPA
 - 31% Freestanding organization
 - 23% Division of TPA
 - 4% Other
- 80% of respondents currently belong to SIOP.
- 85% of respondents have Ph.D.'s, 2% Ed.D. and 10% MA or MS.

COMMENTS ON BANDING

S. David Kriska
City of Columbus, Ohio

The report of the Scientific Affairs Committee entitled *An Evaluation of Banding Methods in Personnel Selection* (Scientific Affairs Committee, 1994) deserves several comments. Areas worthy of review concern the goals of banding and the committee's conclusions.

In their discussion of the goals of banding, the committee focused exclusively on affirmative action issues. Personnel psychologists need to be concerned about adverse impact and affirmative action, but there are other reasons to band that were ignored by the committee. Two that come to mind are locus of control issues related to the hiring process, and matters related to hurdle systems of personnel selection.

The locus of control issue centers on making the decision to hire or not hire. In bureaucratic organizations, central personnel offices often produce tests that are valid measures of important job related abilities. The appointment decision, however, is made by an operations manager who may be unreasonably constrained in making the decision for a number of reasons. For example, centralized personnel cannot attend to small differences between various organizational units when testing, and the result is that the employment test may suffer from criteria deficiency in relation to the specific position being filled. The organization that forces a top-down selection process upon the operating agency risks ill will between personnel and the operational units. On the other hand, banding provides a rational way for an employment test to be used so that the test user may consider additional information prior to making the appointment decision.

A banding system, especially fixed bands, can be compared to a hurdles model of employee selection. The banding system is unique in that the hurdle is defined in terms of a test characteristic instead of number of anticipated vacancies or an arbitrary number as is often the case in traditional hurdles models, but the effect is the same. Candidates who pass the hurdle or are referred because of their position within the band can be subject to additional, more costly testing.

Conclusions two through four of the committee also bear comment:

2. *Banding generally entails some cost.*
3. *Banding may involve an incompletely articulated system for weighting considerations other than test scores in making selection decisions.*
4. *The method of selecting individuals from within (sic) a band can have a critical impact on the outcomes of the banding.*

- 61% of respondents received their graduate degree in I/O psychology, 8% in organizational behavior, 8% in experimental psychology, 5% in clinical psychology, 5% social psychology, 3% industrial relations, 2% engineering psychology.
- Primary Employment

41% Consulting	55% No
25% Academic	42% Yes
24% Industry	3% No response
7% Public Sector	
3% Other	
- Licensed?

55% No
42% Yes
3% No response

Interestingly, a number of people telephoned the survey originators to express their interest in belonging to a statewide organization, also saying that because they are not licensed they did not complete the survey (not wanting to be discovered). One task for the new organization is to find a way to address the fact that many practicing I/O's are not licensed.

The first organizing meeting was held during the TPA conference in Houston on November 11. A steering committee has been formed, consisting of the following individuals:

HOUSTON: **Debra Steele Johnson**, University of Houston
John Dyck, Drake Beam Morin
Ed Kahn, Shell Oil Company
Clyde Mayo, Management & Personnel Systems
Vicki Vandaveer, The Vandaveer Group; and U. of Houston

DALLAS/FT. WORTH
Marnie Swerdlin Crawford, Personnel Decisions Inc.
Jack Greener, Consultant, Fort Worth
Doug Johnson, University of North Texas
Kalen Pieper, Frito-Lay
James C. Quick, University of Texas at Arlington

SAN ANTONIO/AUSTIN
Winston Bennett, Armstrong Lab, Brooks AFB
Janell Granier, The Psychological Corporation
Malcom J. Ree, Brooks AFB
Don Vaneynde, Trinity University
Seth Zimmer, Southwestern Bell Corporation

While the impetus for assessing interest in such an organization came from legal issues that affect our practice, survey respondents and those who attended the first meeting expressed at least an equal interest in networking, collaboration, and professional development.

From the I's (and O's) of Texas—if there are similar initiatives in other states, we'd like to hear from you to exchange information and ideas. Contact: **Vicki V. Vandaveer**, (713) 877-8898, 74123.1354@COMPUSERVE.COM; or **Debra Steele Johnson**, (713) 743-8516, DSJOHNSON@UH.EDU

Point number four is obviously true and is what makes personnel selection important work. But the point is not necessarily negative. The banding system can allow the organization to make better selections, especially, as the committee notes, when decisions are made close to the effective cut point. Not articulating a scheme for making selections within a band can be a problem, but it does not need to be one. In addition, there does not need to be a loss in utility.

An important point for psychologists to remember about making selections within the band is that there is a substantial restriction of range on the test score distribution. The range of scores within a band may be less than the standard deviation for the applicant test score distribution. Thus, when comparing individuals within the band, the test scores will have minimal validity. The way to increase the utility of the selection process is to use valid information.

The assumption the committee appears to make is that the decision maker will not articulate a method of selecting within the band, and will not use valid information when making the appointment to a vacant position. However, using valid, job-relevant information that does not correlate with the test used to construct the bands makes good sense when making decisions within the band. Moreover, the decision maker can tailor the information used to the specific position being filled. With the use of valid information in addition to the original test score, there will be an increase, not a loss, of utility.

The bottom line is that banding can be viewed as a new way to implement a traditional hurdles system of personnel selection. Affirmative action may be one reason to adopt banding, but making better selection decisions is an equally sensible reason. Banding does not guarantee that better decisions will be made, but it does provide a rational, cost effective way of considering additional information. Better personnel decisions obviously will result in an increase in utility.

Reference

Scientific Affairs Committee (1994). An Evaluation of Banding Methods in Personnel Selection. *The Industrial-Organizational Psychologist*, 32(1), 80-86.

The Student Network

Kerry A. Burgess
Old Dominion University

I am beginning to receive correspondence from students interested in assuming the editorial position of the Student Network. It's nice to know that others are as enthusiastic about this as I have been. I anticipate that the next issue will be my last. As such, I plan on going out with a big bang! Several items of interest to students will be addressed, along with an introduction of the new student editor.

Well, let's not get too ahead of ourselves. Many of us are very concerned with different facets of conducting our job searches. A couple of Student Network issues have already addressed this area, yet there is still more to be explored. Indeed, the job search is (or will be) a very critical and exciting period for us. What are some of the issues that we need to be concerned with while looking at prospective organizations and institutions? Dr. Debra Major has been actively exploring this question. Below, she offers some of her findings.

Considering the Person—Environment Fit in Conducting Your Job Search

Debra A. Major
Old Dominion University

There is little doubt that at some point during graduate school you will learn about the importance of person-environment (PE) fit. PE fit is essentially the idea that the extent to which the individual and the organization "match" has important personal and professional consequences (cf., Caplan, 1987; Pervin, 1968; Schneider, 1987a, 1987b). Good fit can lead to more positive outcomes such as high performance, satisfaction, job involvement, and organizational commitment. Poor fit may result in more dysfunctional outcomes, such as role conflict, role ambiguity, and stress. Thus, fit is a relevant concern from both an organizational and an individual perspective.

It may be difficult to keep *fit* in mind as you proceed through your job search. New graduates seeking a position in today's buyer's market are understandably tempted to adopt a "do anything/say anything" strategy to land a job. Unfortunately, using this strategy is likely to be ineffective in attracting job offers. The job candidate who claims to be happily willing to teach research methods, statistics, and two sections of introductory psychology

every semester is likely to be perceived as insincere and unrealistic. At the very least, your colleagues will question the professional competence of such an offer. As I/O psychologists, we are members of a relatively small community. Your professional reputation will follow you throughout your career; avoid tarnishing it during your job search.

Conducting your job search as a quest for appropriate fit will help you avoid professional pitfalls and secure a position that is professionally and personally fulfilling. There are three major steps in taking a fit approach to your job search: (1) self evaluation, (2) needs determination, and (3) information dissemination and collection.

The first step, *self evaluation*, is the process of clarifying your personal and professional goals and values. What kind of professional do you want to be? What kind of work do you want to do? Be realistic during the self evaluation phase. Try to think in terms of your true strengths and weaknesses and how they relate to your goals and values. Give adequate consideration to your personal life as well. What kinds of factors influence your sense of personal fulfillment? It may be worthwhile to seek input from your family and other significant people in your life during this phase.

The second phase of fit assessment involves a *needs determination*, concentrating on what a position must offer in order for you to express your values and meet the personal and professional goals you established in the previous step. This process forces you to consider the relative importance of your goals and to prioritize them. Most people will have conditions that are necessary for personal and/or professional fulfillment, as well as conditions that are more secondary. Be firm in your commitment to seeking those conditions you deem necessary, and be more flexible with regard to secondary factors. For instance, conducting research may be necessary to foster your professional success, while a graduate research assistant would be helpful, but not critical. Similarly, residing in a community with good schools for your children may be critical, while living in a warm climate would be nice, but not necessary.

The final step in fit assessment involves *disseminating and collecting information* required to determine the extent of match between you and the potential position. This component is likely to occur in stages. During the application process, preliminary information is provided by both the potential applicant and the employer. An initial assessment of fit should determine whether or not you apply for the position. Does it appear that the position has some chance of meeting your necessary conditions? If so, apply; otherwise don't bother. Responding to inappropriate position announcements not only wastes your time, but also unnecessarily burdens your references and your colleagues at the employing organization. Once you apply, representatives of the potential employer are likely to engage in their own assessment of fit in deciding whether or not to invite you for an interview.

The job interview is your prime opportunity to collect and provide information. Answer the potential employer's questions honestly and take the initiative in highlighting your assets, especially those that seem most relevant to the position. In ascertaining what information to gather, consider your needs determination from the previous step. Create a type of application to be used with each potential employer. The form should include all the factors that are important and relevant to your personal and professional fulfillment, with special emphasis on your necessary conditions. Over the course of your interview, you will be inundated with information. Take the "application form" with you, and in your spare moments alone, record the information while it's still fresh.

Utilizing multiple sources will be helpful in checking the validity of the information you gather. The organization's printed material (e.g., faculty handbooks, course catalogs, promotional brochures, financial reports, etc.) will be valuable for certain types of information. You'll also want to ask a lot of questions of a variety of individuals. Faculty mentors, peers, colleagues, staff and administrators at the employing organization, and your personal professional contacts are some of the sources you can consult for a variety of perspectives. If you're seeking an academic position be sure to speak with the institution's students during your interview.

After your interview, you'll be able to use the information you've gathered to engage in negotiations with the potential employer, compare the probably means that person was a more appropriate fit for the organization. You'll find your fit elsewhere, using your job search as an opportunity to demonstrate your skill and professionalism as an I/O psychologist.

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- Caplan, R. D. (1987). Person-environment fit theory and organizations: Commensurate dimensions, time perspectives, and mechanisms. *Journal of Vocational Behavior*, 21, 50-59.
- Pervin, L. A. (1968). Performance and satisfaction as a function of individual-environment fit. *Psychological Bulletin*, 69, 56-68.
- Schneider, B. (1987a). $E = f(P, B)$: The road to a radical approach to person-environment fit. *Journal of Vocational Behavior*, 31, 353-361.
- Schneider, B. (1987b). The people make the place. *Personnel Psychology*, 40, 437-453.

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 to: **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).

1995

- February 9-12 Eleventh Annual Mid-Winter Meeting of the Society of Psychologists in Management. Theme: "Change, Pain, and Strategies for Individuals and Organizational Recovery." Atlanta, GA. Contact: Mark Frankel, (314) 821-4108.
- March 17-19 16th Annual Industrial and Organizational Psychology/Organizational Behavior Graduate Student Conference. Denver, CO. Contact: Ed Rogan, (303) 759-8004.
- March 22-25 Annual Meeting, Southeastern Industrial/Organizational Psychological Association. Savannah, GA. Contact: Esther Long, (904) 474-2039, Bitnet: ELONG@UWF.
- 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.
- April 21 Personnel Testing Council of Southern California. Spring conference: Excellence in Assessment: Putting Innovation Into Practice. Long Beach, CA. Contact: Kristine Smith, (909) 387-6086.
- 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) 549-7100.
- June 29-July 2 Annual Convention of the American Psychological Society. New York, NY. Contact: APS, (202) 783-2077.
- July 14-16 Inaugural Australian Industrial and Organizational Psychology Conference. Contact: Prof. B. Hesketh, School of 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.
- August 11-15 Annual Convention of the American Psychological Association. New York, NY. Contact: APA (202) 336-6020.
- August 13-17 Annual Convention of the American Statistical Association. Orlando, FL. Contact: ASA, (703) 684-1221.
- October 9-13 Annual Conference of the Human Factors Society. San Diego, CA. Contact: The Human Factors Society, (310) 394-1811.
- Oct. 31-Nov. 5 Annual Convention of the American Evaluation Association. Vancouver, BC. Contact: AEA, (804) 225-2085.
- 1996**
- April 25-28 Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (708) 640-0068.



Calls and Announcements

ANNOUNCEMENT OF RESEARCH SUPPORT for the **MYERS-BRIGGS TYPE INDICATOR®**

Consulting Psychologists Press and the MBTI® Research Advisory Board are soliciting research proposals that will extend knowledge of the validity of the MBTI assessment tool. Funding is available for direct support and for materials and scoring. The next Submission deadlines are November 1, 1994 and May 1, 1995. For proposal guidelines contact: **Director of Research, Consulting Psychologists Press, P.O. Box 10096, Palo Alto, CA 94303. Telephone: (800) 624-1765, extension 119. FAX: (415) 969-8608.**

ANNOUNCEMENT OF RESEARCH SUPPORT for the **STRONG INTEREST INVENTORY**

Stanford University Press, Consulting Psychologists Press and the *Strong* Research Advisory Board are soliciting research proposals that will extend theory and/or applications of the *Strong Interest Inventory*. Funding is available for direct support and for materials and scoring. The next submission deadlines are January 1, 1995 and July 1, 1995. For proposal guidelines contact: **Director of Research, Consulting Psychologists Press, P.O. Box 10096, Palo Alto, CA 94303. Telephone: (800) 624-1765, extension 119. FAX: (415) 969-8608.**

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 Hyatt Regency 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) 584-1838 or (303) 556-3520 (FAX). You may also contact us by sending E-mail to: "EROGAN@carbon.denver.colorado.edu" or "TVALASKI@carbon.denver.colorado.edu"

CALL FOR PAPERS

The Assessment Council News (ACN) is soliciting research and practically-oriented papers and letters for publication. The ACN is the official publication. The ACN is the official publication of the International Personnel Management Association Assessment Council (IPMAAC). The IPMAAC has an international membership composed of approximately 700 personnel assessment and selection specialists.

It is the intent of the ACN to fill the need for publishable articles which have general and contemporary interest and practical application in the general and related areas of personnel assessment and selection. Papers will be considered which relate to any associated subject area, such as personality or performance assessment, assessment centers, cognitive and performance testing, adaptive and computerized testing, job analysis, methods of quantitative and qualitative analysis, meta-analysis and generalization, item-response, utility analysis, productivity measurement, classification and other areas of related interest.

The reviewers, drawn from the university and government milieu, will give priority for publication to those submissions which emphasize the practical application of knowledge, rather than the esoteric and theoretical. When reference to statistical analysis and other highly technical topics are made, a brief and clear description of the process should be included, with judicious use of charts and graphs. Substance, readability, usefulness and potential for application over form and theory is emphasized and encouraged. It is anticipated that publishing decisions should be completed within 60 to 90 days.

Submissions should be submitted in duplicate, in an A.P.A. format. Each letter or article submission should be no more than ten pages, or approximately 2,500 words, in length using double spacing. Submissions will become the property of the ACN, but others are encouraged to draw from the publications as long as proper credit and citation are acknowledged. (More flexibility and creativity will be appropriate for letters which might address contemporary and controversial topics of interest.)

Inquiries may be addressed to: **Dr. Jim Johnson, President, IPMAAC, Research Division, Department of Personnel, State of Tennessee, 505 Deaderick Street, Nashville, TN 37243-0635. Telephone: (615) 741-3496; OR Dr. Daniel Masden, General Editor, ACN, Research and Evaluation Section, Department of Personnel, Capitol Complex, Carson City, Nevada, 89710. Telephone: (702) 687-3714.**

Submissions should be directed to the attention of: **Dr. T. R. Lin, Associate Editor for Technical Affairs, Assessment Council News, Personnel Selection Branch Personnel Commission, Los Angeles United School District, P.O. Box 2298, Los Angeles, California 90051; Telephone: (213) 765-3376; FAX (213) 742-7743.**

Research in Job Design and Coping

Companies have devoted a substantial amount of time and money trying to teach employees how to cope more effectively with job-related stress. I am conducting research examining the relationship between job characteristics and the things employees do to cope with stress at work. Organizations that participate in this study will receive information about job design and its influence on job satisfaction and employee well-being. If you or your organization are interested in participating, please call **Kathy Kolb** at Rutgers University, 201-335-0753.

Last Announcement: All I/O Ph.D., I/O M.A./M.S. and O.B. Programs!

By the end of February, 1995, all directors of M.A./M.S. and Ph.D. programs in I/O and all directors of O.B. programs should receive a copy of the Education and Training survey of programs. Prompt return of this survey is important if you wish to be included in the next edition of the directory of Graduate Training Programs in I/O Psychology and Organizational Behavior. If you have not received a survey by the beginning of March, please contact **Janet Barnes-Farrell, E & T subcommittee chair, Department of Psychology, 406 Babbidge Road, University of Connecticut, Storrs, CT 06269-1020. Phone: (203) 486-5929. Internet address: barnesf@uconnvm.uconn.edu**

Journal of Occupational Health Psychology Call for Papers

Beginning in 1995, there will be a new peer-reviewed journal in the emerging interdisciplinary specialty area devoted to work and well-being. Its mission statement is as follows.

The *Journal of Occupational Health Psychology* publishes research, theory and public policy articles in occupational health psychology (OHP), an interdisciplinary field representing a broad range of backgrounds, interests, and specializations. OHP concerns the application of psychology to improving the quality of worklife and to protecting and promoting the safety, health, and well-being of workers. The *Journal* has a threefold focus on the work environment, the individual, and the work-family interface. The *Journal* seeks scholarly articles, from both researchers and practitioner, concerning psychological factors in relationship total aspects of occupational health. Included in this broad domain of interest are articles in which work-related psychological factors play a role in the etiology of health problems, articles examining the psychological and associated health consequences of work, and articles concerned with the use of psychological approaches to prevent or mitigate occupational health problems. Special attention is given to articles with a prevention emphasis. Manuscripts dealing with issues of contemporary relevance to the workplace, especially with regard to minority, cultural, or

occupationally underrepresented groups, or topics at the interface of the family and the workplace are encouraged. Each article should represent an addition to knowledge and understanding of OHP.

Manuscripts should be prepared according to the *Publication Manual of the American Psychological Association* and should be submitted in quadruplicate to: **James Campbell Quick, Editor, Journal of Occupational Health Psychology, University of Texas at Arlington, P.O. Box 19313, Arlington, Texas 76019. Phone number: (817) 273-3514. FAX number: (817) 273-3515. E-mail Internet address: JOHP@willard.uta.edu. Express mail: 701 South West Street, Room 514, Arlington, Texas 76010.**

Research on Service Gaps

The Center for Applied Psychology at the University of Colorado at Denver is developing and validating an instrument called the ServiceBridge®. The ServiceBridge is a research-based diagnostic instrument designed to measure and compare perceptions of service quality from the perspective of customer service representatives and customers. The instrument is being designed initially for use in the telecommunications industry.

We are looking for sites to pilot test the ServiceBridge instrument. In return for data collection opportunities, we will provide your organization with feedback on the alignment of customer and employee perceptions across five specific dimensions, and will provide you with normative data as it becomes available. If you are interested in participating, contact **Kurt Kraiger at (303) 556-6389 or 556-2965.**

Reports For Distribution

The Occupational Research Division of the Employee Services Department of Southern California Edison conducts research studies in the areas of industrial/organizational psychology, epidemiology and ergonomics within the corporation. We produce reports on many of these projects which may be of value to others. The following reports are available at no cost while the supply lasts.

Workers' Compensation Survey Report
Safety Shoe Wear Survey Report
High Risk Position Industrial Injury Analysis
High Risk Position: Meter Reader Industrial Injury Analysis Report
Industrial Injury Cost Analysis by Occupation Report
Industrial Injury Cost Analysis by Occupation in an Electric Utility
Stress: The Silent Enemy
Absenteeism Occurrence Among Southern California Edison Company Employees 1988-1992

For a copy of one of these reports, please send a self addressed mailing label and a statement of which report you would care to receive. Send request to: **Duncan L. Dieterly, Occupational Research, GO 4th Floor, 2244 Walnut Grove Avenue, Rosemead California 91770. (818-302-8736).**

Call for manuscripts on lesbian/gay/bisexual concerns in vocational behavior.

The *Journal of Vocational Behavior* is considering a special section on lesbian, gay and bisexual issues. Manuscripts should involve empirical research (quantitative or qualitative), involve a focus on methodological issues, or involve the building of conceptual models or theory to guide practice/research. For consideration, please submit a *brief two-page* prospectus of the proposed manuscript and a vita for each proposed author. (If you have a manuscript that is already completed, please submit the manuscript instead of the prospectus.)

A prospectus for a manuscript on an empirical study should contain an explanation of the purpose and significance of the research, the methodology, the results to date, and the implications of findings for research and/or practice. A prospectus for a manuscript focusing on methodology or the building of conceptual models should contain an explanation of the purpose of the manuscript and its significance in the context of previous literature as well as an overview of the proposed content. Please only submit a prospectus if the manuscript can be completed by late April, 1995.

Questions can be directed to one of the guest editors: **James M. Croteau, Ph.D. at (616) 387-5111 or Kathleen Bieschke, Ph.D. at (814) 863-7536.** The prospectus (or the completed manuscript) and vita(s) *should be sent as soon as possible*, or by November 15, 1994 at the latest. Mail them to **James Croteau, Ph.D., Counselor Education and Counseling Psychology, 3102 Sangren Hall, Western Michigan University, Kalamazoo, MI 49008-5195.**

CALL FOR AWARD NOMINATIONS

The Organizational Behavior Division of the Academy of Management announces its annual call for nominations for its "Outstanding Publication in Organizational Behavior Award." The award will be presented to the authors of a publication appearing during the 1994 calendar year in a recognized outlet generally available to division members.

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

Each Academy of Management member may nominate one publication for the award; but, no member may nominate more than one publication.

Nominations should be made in writing and must include: (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation of the nominated work. Self-nominations will not be accepted.

To receive consideration, material must be postmarked no later than March 30, 1995. The recipient of the award will be announced at the August 1995 Academy meeting during the OB Division's business meeting, where a certificate of recognition will be presented.

All nominations should be sent to: **Marilyn E. Gist, OB Program Chair-Elect, School of Business Administration, DJ-10, University of Washington, Seattle, WA 98195.**

CALL FOR PAPERS, POSTERS, SYMPOSIA, AND WORKSHOPS

The American Psychological Association, in collaboration with the national Institute for Occupational Safety and Health (NIOSH), the U.S. Department of Labor (DOL), and the U.S. Office of Personnel Management (OPM), will convene the third interdisciplinary conference on occupational stress and health. The conference, **Work Stress, and Health '95: Creating Healthier Workplaces**, will be held at the Hyatt Regency Hotel in Washington, DC, September 13-16, 1995.

Major Themes will include: (1) **The Changing Nature of Work and Organizations** with special emphasis on organizational restructuring, realignment, and downsizing and its impact on individuals, families, and the workforce; (2) **Social and Environmental Equity in the Workplace** with special emphasis on the contingent workforce, child labor, issues of diversity and the changing workforce, and lifestyle and privacy issues; (3) **Workplace Violence** including job risk factors; prevalence; effects on individuals, families, and organizations; prevention practices, and policies; and (4) **Health Effects, Policy, Prevention, and Intervention** including job stress intervention strategies; healthcare cost of stress; international policies, legislation, and standards; and evaluation methods.

The deadline for receipt of workshop proposals is **January 3, 1995.** Deadline for all other paper, poster, and symposium proposals is **January 27, 1995.** Contact: **Lynn A. Letourneau, American Psychological Association, 750 First Street, NE. Washington, DC 20002-4242; Tel: 202-336-6124, Fax: 202-336-6117.**

ASIAN—PACIFIC CONFERENCE OF PSYCHOLOGY

DATES:

The Asian—Pacific Conference of Psychology, IUPsyS, will be held in Guangzhou, China, from August 27 to 30, 1995. The meetings begin with an opening reception on Sunday, August 27 at 6:00 p.m.; and close on Wednesday, August 30 at 6:00 p.m. Post-conference tours to other places in China are to be arranged.

PURPOSE:

The International Union of Psychological Science works to promote the development of psychological science, fostering communication among psychologists around the world. Exchanging research results and ideas is one of the most efficient ways to improve psychological research and to promote the role of psychology in a changing world. The economic and social conditions in Asian and its close Pacific region have been changing rapidly in the last decades, and have exerted great impact upon the life and behavior of the people in this region, both theoretical and applied psychological studies are also affected. In addition, there are a considerable number of psychologists from this region who, for one reason or another, are unable to attend the regular international congresses, the Asian-Pacific Regional Conference of IUPsyS in Guangzhou, China, will provide an opportunity for psychologists from this region and from elsewhere to exchange ideas and research results in psychology, and to discuss important topics of mutual interest.

THEME AND TOPICS:

- **THEME:** Psychology and Social Development in the Asian and Pacific Region
- **TOPICS:**
 1. Culture and psychology.
 2. Psychology coping with social and environmental change.
 3. Applications of psychology in developing societies.
 4. Basic psychological research.
 5. Information processing of Chinese language.
 6. Psychology and health.

REPLY FORM THE ASIAN—PACIFIC CONFERENCE OF PSYCHOLOGY INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE

Guangzhou, China, August 27-30, 1995

- Please complete and return to: **Professor Lei Mo, Asian—Pacific Regional Conference of Psychology, IUPsyS, c/o Department of Psychology, South China Normal University, Shipai, Guangzhou, 510631, CHINA. Tel: (86 20)7501131; FAX (86 20)7501131.**

- Please Print:

NAME: _____ FIRST NAME(S): _____

TITLE: MR. _____ MRS. _____ PROFESSOR _____

DR. _____ OTHER _____

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Please Check all that apply to you.

- ☐ I am interested in the Conference and wish to receive the Second Announcement.
- ☐ I plan to submit an abstract.
- ☐ I plan to attend the Conference.
- ☐ I am interested in the commercial exhibition and wish to receive further details.
- ☐ I expect to be accompanied by _____ persons.

The following colleagues are also interested in the Conference and would like to receive further information.

(Name and address): _____

(A photocopy of this form is acceptable.)

CALL FOR PAPERS
Special Issue of *The Leadership Quarterly*

The Leadership Quarterly is planning a Special Issue (expected for Vol. 7, Nos. 1-2) on Leadership and Diversity: Gender, Race, and Ethnicity. *The Leadership Quarterly* is an international journal of political, social, and behavioral science, dedicated to advancing theory, research, and applications concerning leadership. The purpose of the Special Issue is to explore the issues and implications of growing demographic diversity among leaders, within the labor force, and across borders in work organizations. Abstracts (of 1-2 pages in length) describing proposed papers should be sent to the Co-editors of the Special Issue no later than January 16, 1995. Abstracts will be reviewed and selected authors will be invited to submit full papers by late Spring. The papers will be subject to the normal review process. Final versions of papers must be completed by September 1, 1995. Please send abstracts to both:

Ellen Van Velsor, Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300, TEL: (910) 288-7210; FAX: (910) 288-3999 and Nancy DiTomaso, Rutgers Faculty of Management, 180 University Avenue, Newark, NJ 07102-1895. TEL: (201) 648-5984; FAX: (201) 648-1664.

Call for Papers: The Walter F. Ulmer, Jr. Applied Research Award

The Center for Creative Leadership is launching this new award to stimulate outstanding field research and its creative application to the practice of leadership. The award is named in honor of Walter F. Ulmer, Jr., recently retired President and CEP, Center for Creative Leadership.

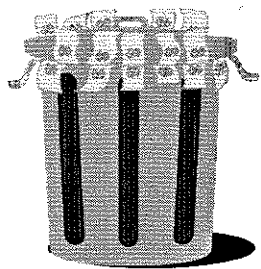
Focus is on action research in applied settings. The research should be in the domain of leadership and should be innovative, with an emphasis on field research and application. The description of the creative application will be as important as the research itself, and this will be reflected in the judging of submissions. Research must have been conducted within the last two years, and must not have been previously published. Center staff and submissions to other Center Awards are ineligible.

Judging Criteria: (1) *Appropriateness of topic* (fit with research award focus; relevance to needs faced by practitioners.) (2) *Quality of research* (consideration of relevant literature; soundness of method and analysis; innovativeness of research.) (3) *Application value* (clarity and significance of research application and conclusions; implications to practice in terms of "So what?", and "Who cares?".)

First prize will include \$1,500 and a trip to the Center to present research in a colloquium. The Center also will provide editorial assistance for finding

appropriate publication outlets. Additionally, a prize of \$750 will be awarded for a paper judged as deserving honorable mention status.

Four copies of an article-length paper should be submitted. The full papers are limited to 30 double-spaced pages (including title page, abstract, tables, notes and references) and should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*. Entries must be received by March 31, 1995. The winning papers will be announced by May 31, 1995. Entries should be submitted to **Dr. David Noer, Vice President, Training and Education** or **Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300.**



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2. **Consulting Companies - Beware!** Consulting companies may hire one or two programmers on a project basis to develop customized tests. But computer-based testing is not their specialty. The programmer's commitment often ends at the conclusion of the project. Ongoing maintenance and upgrades are seldom available.
3. **"In-House" Development - Beware!** While it may initially appear to be cost effective to develop your own testing program, it rarely ends up being so. Substantial effort is necessary both to develop and maintain the system. Many dollars have been wasted on programs that either were not completed or could not be maintained.
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AccuRater has developed Service Representative Assessment Batteries for various industries. These are job analysis based and test such relevant skills as listening, memory, keyboarding, spelling, problem solving, mathematics and reading, as well as speed and accuracy. These are *not* simply clerical or typing tests and the answers are *not* multiple choice. Each situation requires the participant to enter their response.

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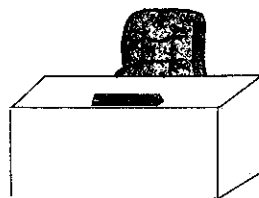
All aspects of the tests are controlled by the computer — instructions, practice, feedback, test administration, timing and scoring. A skill profile is generated highlighting areas of strength and weakness. Also, data files are created which allow detailed reports of an individual's performance as well as a comparison among candidates.

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SENIOR CONSULTANT OR PROJECT MANAGER: HRStrategies is an internationally known HR consulting firm that specializes in designing and implementing creative solutions to organizations' human resource and organizational transition needs. Its staff of over 190 includes 40 plus I/O psychologists and offers top-notch service to some of the most recognized and innovative organizations in the world. Our offices are located across the U.S. in Detroit, Houston, Los Angeles, New York, Pittsburgh, St. Louis, and Washington, DC. International offices are located in Vilnius, Lithuania and Moscow.

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We seek experienced I/O psychologists with a proven track record of superior project management, statistical, presentation, oral and written communication skills. Send a full resume outlining related project experience to: **Ms. Marlene J. Frankfurth, Human Resources Manager, HRStrategies, Inc., P.O. Box 36778, Grosse Pointe, MI 48236.**

INDUSTRIAL/ORGANIZATIONAL: The Department of Psychology at Wright State University invites applications for a senior position at the rank of full professor. Applicants for the position should have a productive, nationally recognized research program in an area of industrial or organizational psychology. A successful applicant would be expected to assume a leadership role in the development of the new Ph.D. program in Industrial/Organizational and Human Factors Psychology. Our program has been expanding in the areas of Industrial/Organizational and Human Factors Psychology over the past few years, and a doctoral degree program in these areas has been in operation for two years. Applicants should send a *curriculum vitae* or contact: **Helen A. Klein, Chair, Senior Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435.** Formal review of applicants will begin February 1, 1995, but new applications will be fully reviewed until

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

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST. BellSouth Corporation, a leader in the telecommunications industry, seeks candidates for a limited-time position located in Atlanta, GA. The position will last approximately 12 months beginning April, 1995 and offers eligibility for most benefit plans. Job responsibilities include selection system development and validation for BellSouth and its subsidiaries, development of corporate staffing policies, and supervision of doctoral-level interns. Qualified candidates will have: Ph.D. in I/O psychology; 3 to 5 years relevant post-graduate experience; excellent communications, project management, and internal consulting skills. Send resume and salary history to: **Ms. Gwen Bowie, Director, HR Staffing, BellSouth Corporation, 1155 Peachtree Street, N.E., Room 13F02, Atlanta, GA 30309.**

Human Resources Research Internship

SBC Communications, Inc. (formerly Southwestern Bell Corporation) is currently accepting applications for pre-doctoral I/O Psychology internships in Human Resources Research & Planning.

The internship program gives students with a solid I/O background an opportunity to apply their training in a corporate environment. Interns work with two I/O Psychologists, independently, and with other Human Resource professionals on applied research and selection process development. The internship is designed to allow students to be responsible for entire projects from beginning to end. We also emphasize the importance of students completing the work needed for their degrees.

Qualified candidates should be advanced Ph.D. students (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Preference will be given to applicants with experience in job analysis, test development, and validation. Strong research, analytical, written and interpersonal communication skills are required. Experience in SAS is also desired.

These internships are full-time and last for six months, beginning in January or July. The deadline for completed applications is October 15 for the internship beginning in January, and April 15 for the internship beginning in July. Please send cover letter and resume to: **Anna Erickson, SBC Communications, Inc. 175 East Houston, Room 5-D-9, San Antonio, TX 78205.**

CALIFORNIA STATE UNIVERSITY, SACRAMENTO invites applicants for a tenure track, assistant professor position in industrial/organizational psychology. Subject to funding availability, position effective Fall '95. Applicants must have Ph.D. (or ABD) in I/O Psychology from a regionally accredited university; knowledge of multivariate research methods, experimental and quasi-experimental designs; broad knowledge of and research experience in I/O Psychology. Responsibilities of the successful candidate include teaching undergraduate and graduate courses in I/O psychology, e.g., organizational psychology, personnel psychology, current literature, and specialized seminars; teaching introductory psychology; supervising student interns and research; and conducting I/O research. Current (1989-95) academic experience preferred. Salary range: \$34,236 - \$45,216, dependent upon completion of degree and other qualifications. Submit cover letter, vita, names and phone numbers of three references, graduate transcripts, and evidence of teaching, research, and consulting/field experience to **Tammy Bourg, Chair, Search Committee, Psychology Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6007** postmarked by February 10, 1995. The Department is committed to improving the diversity of its faculty and encourages qualified women, underrepresented ethnic minorities, disabled individuals, and Vietnam-era veterans to apply for this position. AA/EEO employer.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST: The Department of Psychology at the State University of New York at New Paltz invites applications for a tenure-track position at the assistant professor level beginning Fall, 1995. Must be able to teach courses in I/O, Motivation & Research Methods. Candidates are expected to have active research programs & a commitment to outstanding teaching. Responsibilities include supervision of MA theses and committee work. Candidates with an Applied Social Psychology degree who can meet the preceding requirements are invited to apply. The Ph.D. should be completed by August, 1995. Send resume, reprints, teaching evaluations, transcripts of graduate work and three letters of recommendation by February 1, 1995 to: **James Halpern, Ph.D., Search Chair, HAB 902, The College at New Paltz, NY 12561.** AA/EOE/ADA. Women and minorities are encouraged to apply.

SENIOR CONSULTANT: Quality Institute International is a progressive, customer measurement/consulting firm that provides innovative solutions to organizations for managing their business relationships. We are a growing firm seeking a senior-level consultant to handle sales and delivery of our unique products and services to customers in U.S. and Canada. We are

headquartered in St. Paul, Minnesota with regional offices in Atlanta, Washington D.C. and the Silicon Valley and with plans for additional expansion. The position requires customer relationship management, direct sales, interpersonal communication, organization, training and presentation skills. Senior consultant is responsible for meeting revenue goals, delivering training and consulting services, and managing customer relationships. Prefer: advanced degree, 4 years experience in business environment, consulting experience, customer and/or employee measurement background. Travel is integral part of position. Compensation: salary plus commission with a very good benefit package. Send resume with brief letter describing experience and salary requirements. No phone calls or third-party requests. Please send information to: **Personnel Director, Quality Institute International, Inc., 444 Cedar Street, 23rd Floor, St. Paul, MN 55101.**

THE GEORGE WASHINGTON UNIVERSITY FACULTY POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. The Columbian College and Graduate School of Arts and Sciences invites applications for a tenure-track academic position at the rank of Assistant Professor. The position is a joint appointment in the Administrative Sciences Program and the Department of Psychology, with tenure granted in the latter. Responsibilities will include: teaching of graduate courses in organizational behavior and/or human resources management; developing a strong personal research program; directing and reading psychology Ph.D. dissertations; and advising students. Activities will be focused in Administrative Sciences.

Candidates should have a Ph.D. in I/O and continuing involvement in a research program, including emerging publications. The quality of research is more important than the particular research area. Experience in research or consulting for organizations is desirable.

The appointment will begin in September 1995. Review of applications will commence on January 15, 1994 and continue until the position is filled. Send letter of application, a complete vita and three letters of recommendation to: **Professor Joseph Zeidner, Director, THE GEORGE WASHINGTON UNIVERSITY ADMINISTRATIVE SCIENCES PROGRAM, Columbian College and Graduate School of Arts and Sciences, 2136 Pennsylvania Avenue NW, Suite 301, Washington DC 20052.** The George Washington University is an Equal Opportunity/Affirmative Action Employer.

ASSOCIATE RESEARCH SCIENTIST/RESEARCH SCIENTIST. The American Institutes for Research, a not-for-profit social science research organization, is seeking qualified applicants with experience in programming,

data processing, statistical analysis, and technical report writing to work on various projects analyzing employment practices.

Requirements: Doctorate in social science research, applied statistical analysis, personnel administration or labor relations; knowledge of inferential statistics; experience in creating, editing and analyzing large complex data files; knowledge of one or more statistical analysis packages; facility with microcomputers and DOS/Windows or OS/2; excellent oral and written communication skills; excellent organizational ability.

Salary negotiable. Excellent benefits. Send resume and three work-related references to: **Personnel Office—ABS/ARS, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302. EOE.**

The Department of Psychology at INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS (IUPUI) is accepting applicants to fill a tenure-track position (rank open) in the area of INDUSTRIAL/ORGANIZATIONAL psychology. We are looking for faculty who want to maintain a strong research program, direct thesis research, and teach at both the undergraduate and graduate levels. Opportunities exist to conduct employee research in collaboration with IUPUI's Human Resources Department, medical school, and hospitals.

Salary (\$37,000 - \$40,000 for junior faculty) and benefits (approx. 28%) are competitive, plus generous start-up and equipment funds (approx. \$50,000) are available. Normal teaching load is two courses per semester.

The Department of Psychology has 22 full-time faculty, 500 undergraduate majors, active M.S. programs in industrial/organizational psychology and clinical/rehabilitation psychology, and Ph.D. programs in clinical/rehabilitation psychology and the psychobiology of addictions. The Department is housed within the Purdue School of Science and moved into new research and teaching facilities during 1993. As the major center for industry and government within the state, Indianapolis has a wide variety of research and training sites.

Indianapolis is the twelfth largest city in the United States. The city uniquely combines the cultural amenities of urban life with the residential qualities of smaller communities, and at the same time is highly affordable. IUPUI is the third largest university in Indiana, with 27,000 students, 2,000 faculty, and 170 degree programs in 17 schools and divisions.

Submit vita, research and teaching interests, up to 3 reprints, and 3 letters of reference to **John T. Hazer, Department of Psychology, Indiana University Purdue University Indianapolis, LD 3124, 402 N. Blackford St., Indianapolis, IN 46202-3275. Phone: (317) 274-6950. E-Mail: jthazer@indyvax.iupui.edu.** ABD candidates must have their Ph.D. by the start of Fall semester, 1995. Screening will begin February 1, 1995.

Applications will be considered until the position is filled. IUPUI is an AA/EEO employer and is aggressively recruiting minority and female applicants in an effort to bring greater diversity to its workforce.

INDUSTRIAL PSYCHOLOGY INTERNSHIP: Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and last from 6 to 12 months. All positions are located in Arlington, VA.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection systems throughout the Corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess a Master's degree in I/O psychology or be ABD. Strong research, statistical, interpersonal, and written and oral communications skills are critical. Experience with SPSS/PC is desirable.

Interested applicants should send a resume, graduate transcript, and writing sample to: **Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington, VA 22201.**

ASSISTANT PROFESSOR, San Jose State University. The Department of Psychology seeks applicants for a tenure-track position in I/O Psychology to begin Fall, 1995. The qualified applicant possesses a Ph.D. in I/O Psychology (or will complete it before the Fall 1995 semester). Expertise in one or more of the following areas is desired: organizational behavior, personnel psychology, personality assessment in organization, organizational development, leadership, motivation, team building, total quality management. Strong statistical and methodological skills and evidence of teaching experience are essential; previous consulting experience within organizations and experience in advising undergraduate and graduate students is desired. The person will teach and develop undergraduate and graduate courses in his or her areas of expertise, develop internship opportunities within organizations and supervise students within these internships, serve as member of graduate thesis committees; and advise undergraduate and graduate students.

The Department has approximately 37 full-time faculty and offers BA, MA and MS degrees. San Jose State University is located on the southern end of San Francisco Bay in downtown San Jose (pop. 800,000), hub of the world-

famous Silicon Valley high-technology research and development center. As such, many opportunities exist for conducting applied research and developing consulting relationships. Many of California's most popular natural, recreational, and cultural attractions are conveniently close. The University is committed to increasing the diversity of its faculty so its disciplines, students and the community can benefit from multiple ethnic and gender perspectives.

To apply for the position, please send an application letter, vita, and three letters of recommendation as soon as possible. to: **Robert G. Cooper, Ph.D., Recruitment Coordinator, Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120.** An Equal Opportunity/Affirmative Action/Title IX Employer.

CONSULTING PSYCHOLOGIST/MANAGEMENT CONSULTANT.

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

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

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

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

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST. The Psychology Department at Wayne State University is seeking candidates for a one year visiting appointment beginning August, 1995, at the assistant, associate or possibly full professor level. It is anticipated that this position may become a regular, tenure-track position. Interested individuals are expected to be actively involved in research in any area of industrial-organizational psychology. In addition to research activities, it is expected that the individual selected will teach two courses per semester including courses in industrial-organizational psychology or statistics at the undergraduate and graduate level. Preference may be given to individuals interested in teaching motivation, organizational theory/behavior, or leadership. Ph.D. in Industrial-

Organizational Psychology required. We will accept applications until the post is filled; however, interested individuals are encouraged to express their interest as soon as possible. Send letter of application with statement of teaching and research interests, vita, the names and addresses of three references, and reprints/preprints to: **Lois Tetrick, Chair, Industrial-Organizational Psychology Area, Department of Psychology, Wayne State University, 71 W. Warren, Detroit, MI 48202.** Review of applications will begin February 15, 1995 and will continue until the position is filled.

University of Wisconsin-Milwaukee Masters in Industrial and Labor Relations Program

Program Director

The College of Letters and Science at the University of Wisconsin-Milwaukee seeks a recognized scholar to direct its Masters in Industrial and Labor Relations (MILR) program. Candidates should have a distinguished record of research and scholarship in one or more of the following fields: industrial relations (negotiation and dispute resolution, employment and labor law, compensation and benefits, comparative IR systems, research methodology, history of labor relations, and labor economics); industrial sociology (organizational theory, organizational design, and organizational change); or industrial psychology/human resource management (staffing, employee training and development, employee evaluation and assessment, job analysis, design, and evaluation, and organizational behavior).

The position will be at the tenured associate or full professor level. The position will be appointed 50% in the MILR program and 50% in the individual's tenure department. Possible tenure homes for a successful candidate include the Departments of Sociology, History, Psychology, Political Science, and Economics. Faculty from a variety of disciplines are encouraged to apply. The starting date is August 21, 1995.

Applicants should send a letter of interest; vita; and the names, addresses, and telephone numbers of three references to: **MILR Search Committee, MILR Program; P.O. Box 413, Milwaukee, WI 53201.** Inquiries should be directed to **Professor Dale Belman (drdale@csd.uwm.edu); (414) 229-4347 or (414) 447-8238.** The search committee plans to interview candidates at the IRRA meetings in Washington, D.C. in early January. The deadline for applications is January 13, 1995.

The University of Wisconsin-Milwaukee is an equal opportunity/affirmative action employer. The names of those applicants who have not requested that their identities be withheld and the names of all finalists will be released upon request.

ASSISTANT PROFESSOR DEPARTMENT OF PSYCHOLOGY. The University of Calgary Department of Psychology invites applications for an Assistant Professor (tenure-track) position effective July 1, 1995. Requirements: Ph.D. in Psychology or equivalent, evidence of an active research program, and a strong background in design and quantitative methods. Preference will be given to applicants in the areas of Ergonomics/Human Factors or Industrial-Organizational Psychology with research interest in a "bridging" area such as human-computer interaction, stress, job redesign, shift work, etc. Outstanding applicants in other areas of psychology will also be considered.

Responsibilities: Teach undergraduate and graduate courses, (especially motivation, human factors and/or industrial psychology), develop graduate program development, supervise graduate students in the Industrial-Organizational & Ergonomics Program, and maintain a visible research program.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity. Current salary range: \$37,400 to \$57,266.

Applications, including a statement of interest, curriculum vitae, recent representative works, and three letters of reference should be sent by February 28, 1995 to: **Dr. Lorne Sulsky, Chair, Industrial-Organizational and Ergonomics Search Committee, Department of Psychology, The University of Calgary, 2500 University Drive, N.W., Calgary, Alberta Canada T2N 1N4; Tel: (403) 220-5050; FAX: (403) 282-8249. e-mail: lmsulsky@acs.ucalgary.ca**

CLINICAL/COUNSELING PSYCHOLOGIST

Health Services of the Tennessee Valley Authority has an immediate opening for a full-time Ph.D. level Clinical or Counseling Psychologist from an A.P.A. accredited university program. Must have completed a 1-year A.P.A. internship, have at least one year of post internship experience in professional psychology, be eligible for state licensure in clinical psychology, and have demonstrated ability to work with diverse groups of managers and employees. This position offers an opportunity to learn and practice clinical evaluation and consultation skills within a corporate environment. Primary duties include psychological evaluations of employees for special security clearances to nuclear power plants, Fitness for Duty evaluations, consultation with TVA management, and other related services. All services are provided at TVA sites throughout the Valley; overnight travel is required. The official duty station will be in Chattanooga, TN. The employee benefit program is excellent. For information on this position, interested persons should contact: Thomas Sajwaj, Ph. D. at (615) 751-2315. TVA is an Affirmative Action, Equal Opportunity Employer.

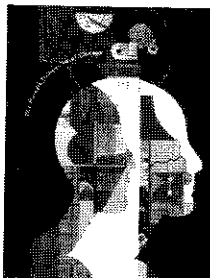


HUMAN RESOURCES RESEARCH INTERNS: BellSouth Corporation, a leader in the telecommunications industry, is currently accepting applications for pre-doctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource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

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

The deadline for completed applications is October 15 for internships beginning in January and April 15 for internships beginning in July. Qualified applicants are invited to submit a cover letter, resume, and two letters of recommendation to: **Hal Hendrick, Ph.D., BellSouth Corporation, Room 13E02, 1155 Peachtree St., N.E., Atlanta, GA 30309.**

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

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