THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TiP

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

Manuscripts and News Items:

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

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

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- President's Message, pages 7-9
- SIOP Executive Committee Highlights, pages 27-28
- Call for Nominations for the 1996 SIOP Awards, pages 15-25
- A preview of the 1995 APA Convention on page 10-11

Practitioner Issues are Highlighted in:

- Tom Baker's Practice Network, beginning on page 73-85
- Allan Church's look at TQM, pages 55-63
- Charmine Hartel's Vantage 2000, pages 47-53
- "Test Misuse in the United Kingdom" on pp. 65-66

Students and Employers Should Read:

- Results of a survey of organizations employing interns, pp. 33-38
- Issues in sexual harassment and the preparation of graduate students for the Real World in the Student Network, pp. 87-90

And, Profiles of People Include:

- Herbert Toops on pages 43-45
- Kurt Kraiger on pages 29-32



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Message From Your President

Walter C. Borman

I write to you in early February, immediately following our Executive Committee meeting. This is my last column as President, so it seems appropriate to report on at least the highlights of the year's SIOP activities.

Licensure Report. Jay Thomas (State Affairs Chair) and his blue ribbon task force has completed a revised draft and submitted it to the Executive Committee. An ad hoc group consisting of Jay, Paul Sackett, Vicki Vandaveer, Mike Campion, (the new President-Elect), and me will fine-tune it between now and the next TIP deadline and get the document into the July TIP. We will elicit comments and suggestions from members at that point, and make the necessary revisions, to be completed by September. Thanks to Paul Sackett for initiating this effort and to Jay Thomas and the task force for executing. As I have said in previous columns, we know it will be impossible to get unanimous agreement on SIOP's licensure position, but we want to get a document and implementation plan that will help our members with what is a key issue to many.

Initiative to Change SIOP Tax Status. This project, headed up by Elaine Pulakos, has proven to be something of an odyssey. Recall that the objectives here are to reduce TIP mailing costs and, more importantly, to put in place a vehicle to enable SIOP to receive gifts from members that are tax deductible to them. The APA General Counsel, Jim McHugh, has now completed his legal analysis and has provided some alternatives for us. Skipping the details, we can't obtain this preferred tax status without reverting almost totally to a charitable organization that essentially can do nothing to help our own members. However, there are other possibilities we are looking into toward at least realizing the second of the two objectives. I hope to have a more definitive answer in a month or so.

You might ask at this point, who is going to contribute to SIOP, even if the gift is tax deductible? What we propose to do is develop ideas for initiatives that will encourage and reward superior scholarship and practice and otherwise further the SIOP mission. My notion is that if these ideas are sufficiently meritorious and attractive, such giving may be encouraged. I welcome your input on programs, initiatives, awards, etc., that will lead to a productive use of funds SIOP might receive.

New SIOP Office Site. We have received three proposals for taking on the SIOP office duties. At the time of this writing, we are negotiating to finalize the decision, and should be able to announce the winner at the Conference. We will give him a "standing O" at the Conference, but let me again thank Bill Macey (and Jennifer Rinas) for the incredibly fine job of running the SIOP office these past six years. The Society is indeed indebted to you.

Other Committee Activities. Jan Cleveland's Education and Training Committee has sent out the Graduate Program Survey to I/O and OB departments. The resulting Guide will continue to be invaluable for counseling undergraduates interested in applying to graduate school in these areas. Jan's committee is also looking into producing videos describing our field. Walt Tornow, Rodney Lowman and the Professional Affairs Committee are revising and expanding the I/O Casebook to better fit with the new APA Code of Ethics.

Turning to our publishing enterprises, Shelly Zedeck reports that the Frontiers Series book, titled Teams in Organizations by Rick Guzzo and Ed Salas is due out in time for the Conference. Ann Howard's book, The Changing Nature of Work, is in the "final boarding process" and will be available Fall, 1995. Also in preparation are Individual Differences and Behavior in Organizations edited by Kevin Murphy and New Perspectives on International Industrial and Organizational Psychology by Chris Earley and Miriam Erez. Manny London's Professional Practice Series has in the pipeline several excellent volumes on the following topics: career planning (Manny London), attitude surveys (Allen Kraut), ethics (Nita French), and individual assessment (Dick Jeanneret and Rob Silzer).

Regarding other committees, Bill Balzer's Membership Committee has worked out a system for transitioning student affiliates to SIOP member status. Wayne Camara (External Affairs) continues to help us experiment toward putting in place a SIOP e-mail network for more rapidly and effectively communicating with our members. Larry James and Scientific Affairs has kept a watchful eye on science-related issues. Angelo DeNisi's Committee on Committees again seeks self-nominations for service on SIOP committees (he especially encourages volunteering for the SIOP Program Committee).

We are pleased that Joan Brannick will be presenting the winners of the Society's various awards and that Dick Jeanneret will introduce our new Society Fellows, both events to occur at the SIOP Business Meeting. Also, I want to thank Cathy Higgs and her committee for eliciting a wonderful array of workshops, Ann Marie Ryan, and her committee chairs, for their incredible efforts to put together this year's SIOP Program, and Lois Tetrick for her fine job in producing a first-rate APA Program. Finally, we will all join in congratulating Bill Macey for still another great effort as Society

Conference Chair. Bill has worked very hard to ensure the Conference is a success.

While I'm in the thanking mood, I should mention our APA Council reps—Vicki Vandaveer, Jim Farr, Rich Klimoski, and Mike Campion. They have been invaluable in keeping us informed on APA doings that affect the Society. Nancy Tippins does a tremendous job as Secretary. There is a huge amount of behind-the-scenes work associated with this position, and Nancy has been great at taking it all on. Speaking of hard work, your members-at-large Susan Palmer, Elaine Pulakos, and Pat Dyer have been extremely effective at taking on special projects. Susan, as head of the Long Range Planning Committee, has consistently kept us looking ahead strategically, and I thank her for her considerable contributions. Likewise, Ron Johnson has been very effective in watching over our finances and keeping us informed in this area. Our Past President Paul Sackett and President-Elect Mike Campion have been very good about providing me with wise counsel this year. Thank you both. And thanks to Kurt (this-is-the-last-one) Kraiger for his wonderful work on TIP. This is the best newsletter around, and it keeps getting better.

That's about it, I have enjoyed serving you as President this past year. This is truly a great Society. I am proud to be a member.

\Box		
	Journal of Occupational and Organizational Psychology (formerly Journal of Occupational Psychology)	
	Contents of Volume 68, Part 1, March 1995	7
	Job stressors, job involvement and employee health: A test of identity theory — Michael R. Frone, Marcia Russell & M. Lynne Cooper The impact of variability in candidate profiles on rater confidence and judgements regarding stability and job suitability — Shaul Fox, Aharon Bizman, Michael Hoffman & Lior Oren Two field tests of an explanation of assessment centre validity — Craig J. Russell & Donald R. Domm The effects of prior moves on job relocation stress — Robin Martin Uncertainty amid change: The impact of privatization on employee job satisfaction and well-being — Adrian Nelson, Cary L. Cooper & Paul R. Jackson	
_	Book reviews	_
	Editorial acknowledgement	
	The Journal of Occupational and Organizational Psychology (ISSN 0963-1798) is published four times a year and edited by Prof. Anthony Keenan (Heriot-Watt University, Edinburgh). The price of volume 68 (1995) is £95.00 (US\$176.00).	
	Members and Foreign Affiliates of the Society and individual members of APA and other selected societies are entitled to purchase journals at preferential rates.	<i>a</i>
	Subscriptions and inquiries to The British Psychological Society The Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN, UK	
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1995 APA Convention

New York City, August 11-15, 1995 Lois Tetrick, APA Program Chair for SIOP

The APA Program Committee for SIOP has put together an exciting program for this year's APA Convention to be held in New York City. As a preview, here are some of the topics that will be on the program:

Business Process Re-Engineering and Organizational Change
Contextual Effects on Performance Evaluation
Diversity in Organizations
Job Performance and Testing
Leadership Attributes and Effectiveness
Measurement Issues with Teams
Occupational Health Psychology
Personality Characteristics and Organizational Behavior
Selection of Applicants with Disabilities
Sexual Harassment with Aggression in the Workplace
The Marginalized Worker
Training Effectiveness
Work and Family Issues

In addition, we have a terrific line-up of invited speakers:

Rich Klimoski will speak on Team Mental Models, Teamwork, and Team Performance.

Vicki Vandaveer will talk about I/O and Psychology from a Systems Perspective.

Alice Isen, as part of Science Weekend, will speak on How Positive Affect Influences Problem Solving in Applied Settings.

Kurt Kraiger's address entitled "Paradigms Lost: Applying and Misapplying Cognitive Science to Training" will also be part of Science Weekend.

The full SIOP program schedule for APA will be printed in the July issue of **TIP.** Make plans now to include APA and New York City in your summer plans. We will be looking forward to seeing you.

I would like to thank all the members of the APA program committee for their efforts over the past few months. The hard work they volunteered to SIOP has resulted in a high quality program for SIOP at the APA convention. Many thanks to all of you: Armen Asherian, David Baker, Mark Blankenship, Michael Brannick, Gary Brumback, William Coleman, Carol Dwyer, Sebastiano Fisicaro, Michael Flanagan, Jim Grosch, Rhonda Gutenberg, Virginia Jenks, Gene Johnson, Bob Jones, Joseph Martocchio, William McDaniel, Mary Millikin-Davies, Miguel Quinones, Susan Reilly, Patricia Sanders, Peter Scontrino, Ken Shultz, Rick Siem, Michael Stevens, Peggy Stockdale, Ken Sumner, Rick Tallarigo, Mark Teachout, Jay Thomas, Robert Vandenberg, Kevin Williams, David Woehr, Francis Yammarino, and C. Michael York.

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Fourth Annual SIOP 5K Race

Once again, a 5K (3.1 mile) race/fun run will be held in conjunction with the annual conference. This year's race will be held on Saturday, May 20th, at 7:00 a.m. The race will start and finish across the street from the Hilton at Walt Disney World Village (you can roll out of bed, run, and get back for those 8:00 a.m. sessions). The course is flat and will run through Disney's Village Resort. Professional staff will supervise the race and provide traffic control and course monitors. T-shirts are guaranteed to all pre-registered runners. Age group and team competition will be contested. Please try to join us this year. It provides a great opportunity to catch up with (or leave in the dust!) old friends and colleagues. To pre-register for the race, send the following entry form to Kevin Williams, Race Director, Department of Psychology, University at Albany, SUNY, Albany, NY 12222. You can register at the convention, but we will not be able to guarantee T-shirts to late registrants. If you have any questions, call Kevin at (518) 442-4849, or send e-mail to KJW11@ALBNYVM1.

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☐ I am no managemen	t interested in running, but	would like to help o	out with race

IOTAS

Kurt Kraiger

In order to ensure you received this of **TIP** before the conference, SIOP graciously moved the dates of the conference back about 5 weeks or so...Ahem...Hopefully this gets off my desk and onto yours in time. While staying at Rat-World, don't forget to check boxscores of the local minor league baseball team, Kissimmee. That's the Astros' farm club...seriously.

Off My Desk

Frank Landy has left Penn State for sunny Colorado. After the City of Denver promised to construct a new airport for Frank, he opened a regional office of Landy, Jacobs, and Associates in Boulder, and has joined the I/O group at Colorado State as an Affiliate Faculty member....Meanwhile, singersong writer-I/O psychologist Judith M. Collins has taken an Assistant Professor position in the I/O doctoral program of the Texas A&M's Department of Psychology, moving there from the University of Arkansas.

Frequent TIP contributor David Arnold has been appointed to the APA Committee on Legal Issues for the term of 1995-1997...Phil Manhardt is taking an early retirement as Prudential's research director, and will be replaced by Steve Hrop. Even more changes are occurring at Psychological Services, Inc., where Susan Stang was promoted to Vice President, Wade Gibson was promoted to Manager of Product Development, and Karen Hall was promoted to Manager of Examination Services.

When Godwins Booke & Dickinson, a compensation and benefits consulting arm of Aon Corporation met HRStrategies, they liked their products so much they bought the company! It could have been the company, or it could have been the presence of long-time TIP contributor Jim Sharf, who joined HRStrategies in November to direct validation projects and provide compliance and litigations support.

And Finally....

It's now 12 down and 0 to go! Beginning with the next issue, Mike Coovert of South Florida takes over as TIP editor. Each issue brings 120+pages of faxes on or after the deadline, so route those faxes to Mike. Mike has the enthusiasm and the expertise to lead TIP to the next level — a newsletter compiled electronically (no paper, no faxes) and available on-line if you desire. It will take a few years, but it will happen.

When I took over TIP, my primary goals were to: 1) continue to maintain the high quality achieved by the previous editors; 2) increase the coverage of practitioner issues; and 3) to make the Society seem more real and accessible to its members, particularly those new to the profession. I think I have accomplished the latter two goals, and it is for you to decide the former. In the past 3 years, Tom Baker's Practice Network has achieved monster proportions, Charmine Hartel's Vantage 2000 has far exceeded what I envisioned when I started the column, and Allan Church's Both Sides column has provided an informative view on key practitioner issues. TIP has continued to publish articles on how to join committees, how to get involved, and I hope these have made the Society seem more accessible. Bob Most's profiles of the great names of our field, and Karen May's profiles of its current leaders have provided valuable insights into how careers may be built.

It is fact not brag that TIP is recognized as the benchmark for APA Division Newsletters. I have received numerous compliments from other Divisions about the look and content of TIP. The credit though goes rightfully to its contributors, those that I have mentioned and others like Julie Rheinstein, David Pollack, David Arnold, Dianne Brown, Wayne Camara, and others who provide a steady stream of material without the recognition. It is amazing to me the effort that so many put into each and every issue of TIP. It often makes my role no more than to compile and to proof.

My thanks to these contributors, and to the fine people at Stoyles Graphic Services (Connie, Cathi, Maureen, and Bob) who do marvels with rough copy. Thanks to those of you have sent unsolicited notes expressing their admiration of TIP. For those of you who have complained when I have misspelled your names, I apologize. I also apologize (now that it's over!) for seemingly arbitrary decisions to cut submissions which were too long. I apologize to you readers who do not always share my sense of humor, but I will not apologize for IOTAs columns which told of my days in graduate school, my coaching of a Little League team, or the birth of my daughter. Each issue of a newsletter such as TIP reflects the personality of its editor through its tone, material published, and material omitted. I just chose to convey my own personality a bit more directly from time to time.

Manuscripts, new items, or other submissions to TIP should be sent to:
 Michael D. Coovert
 Department of Psychology, BEH339
 University of South Florida
 4202 E. Fowler Avenue
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 or sent via e-mail to:
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CALL FOR NOMINATIONS AND ENTRIES 1996 AWARDS of the SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY



Distinguished Professional Contributions Award

Distinguished Scientific Contributions Award

Distinguished Service Contributions Award

Ernest J. McCormick Award for Distinguished Early Career Contributions

Edwin E. Ghiselli Award for Research Design

S. Rains Wallace Dissertation Award (Deadline: 15 September 1995)

Send nominations and entries for all awards to: Awards Committee Chair, c/o SIOP Administrative Office 657 East Golf Road, Suite 309, Arlington Heights, IL 60005

The following instructions apply for the Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, and the Ernest J. McCormick Early Career Contributions Awards.

Nomination Guidelines and Criteria

1. Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.

- 2. Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.
- 3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters for any given nomination should be between three and five. Nomination materials with more than five supporting letters will not be considered by the Awards Committee.
- 4. Nominees who are non-recipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Distinguished Service Contributions Award will be reconsidered annually for three years after their initial nomination.
- 5. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by 15 September 1995.

Administrative Procedures

- The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the Executive Committee of the Society for Industrial and Organizational Psychology. Two or more nominees may be selected if their contributions are similarly distinguished.
- 2. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
- 3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

In recognition of outstanding contributions to the practice of industrial and organizational psychology.

The award is given to an individual who has developed, refined and implemented practices, procedures, and methods that have had a major impact on both people in organizational settings and the profession of industrial and organizational psychology. The contributions of the individual should have advanced the profession by increasing the effectiveness of industrial and organizational psychologists working in business, industry, government, and other organizational settings.

The recipient of the award is given a certificate and a cash prize of \$500. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology related to his or her contributions.

Criteria for the Award

The letter of nomination should address the following points:

- (a) The general nature of the nominee's contributions to the practice of industrial and organizational psychology.
- (b) The contributions that the nominee has made to either (1) the development of practices, procedures, and methods, or (2) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.
- (c) If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.
- (d) The impact of the nominee's contributions on the practice of industrial and organizational psychology.
- (e) The stature of the nominee as a practitioner vis-a-vis other prominent practitioners in the field of industrial and organizational psychology.
- (f) The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.
- (g) The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing industrial and organizational psychologists.
- (h) The organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

See also the Nomination Guidelines and Criteria and Administrative Procedures.

Past Recipients of the Award

- and recipients of the Hivara	
1982 John Flanagan	1989 William C. Byham
1983 Edwin Fleishman	1990 P. Richard Jeanneret
1984 Mary L. Tenopyr	1991 Charles H. Lawshe
1985 Delmar L. Landen	1992 Gerald V. Barrett
1986 Paul W. Thayer	1993 Award withheld
1987 Paul Sparks	1994 Patricia J. Dyer
1988 Herbert H. Meyer	•

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

In recognition of outstanding contributions to the science of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of industrial and organizational psychology. The setting in which the nominee made the contributions (i.e., industry, academia, government) is not relevant.

The recipient of the award is given a certificate and a cash prize of \$500. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology that relates to his or her contributions.

Criteria for the Award

The letter of nomination should address the following issues:

- (a) The general nature of the nominee's scientific contributions.
- (b) The most important theoretical and/or empirical contributions.
- (c) The impact of the nominee's contributions on the science of industrial and organizational psychology, including the impact that the work has had on the work of students and colleagues.
- (d) The stature of the nominee as a scientist vis-a-vis other prominent scientists in the field of industrial and organizational psychology.

See also the Nominations Guidelines and Criteria and Administrative Procedures.

Past Recipients of the Award

1983 William A. Owens
1984 Patricia C. Smith
1985 Marvin D. Dunnette
1986 Ernest J. McCormick
1987 Robert M. Guion
1988 Raymond A. Katzell
1989 Lyman W. Porter
1990 Edward E. Lawler, III
1991 John P. Campbell
1992 J. Richard Hackman
1993 Edwin A. Locke
1998 Bernard M. Bass

DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

In recognition of sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology.

This award is given for sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a certificate and cash prize of \$500.

Criteria for the Award

The letter of nomination should address the nature and quality of the nominee's service contributions. A detailed history of the individual's service-oriented contributions should be provided. It should specify (a) the offices held by the nominee, (b) the duration of his or her service in each such office, and (c) the significant achievements of the nominee while an incumbent in each office.

See also the Nominations Guidelines and Criteria and Administrative Procedure.

Past Recipients of the Award

1989 Richard J. Campbell and Mildred E. Katzell

1990 Paul W. Thayer

1991 Mary L. Tenopyr

1992 Irwin L. Goldstein

1993 Robert M. Guion

1994 Ann Howard

ERNEST J. McCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

In recognition of distinguished early career contributions to the science or practice of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished contributions to the science and/or practice of industrial and organizational psychology within seven (7) years of receiving the Ph.D. degree. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The recipient of the award is given a certificate and a cash prize of \$500. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology that relates to his or her contributions.

The Ernest J. McCormick Award for Distinguished Early Career Contributions is sponsored by Consulting Psychologists Press, Incorporated.

Criteria for the Award

The letter of nomination should address the following issues:

- (a) The general nature of the nominee's contributions to science and/or practice.
- (b) The most important contributions to science and/or practice.
- (c) The impact of the nominee's contribution on the science and/or practice of industrial and organizational psychology, including the impact that the work has had on the work of students and colleagues.

(d) The status of the nominee as a scientist and/or practitioner vis-avis other prominent scientists and/or practitioners in the field of industrial and organizational psychology.

Documentation should be provided that indicates that the nominee received his or her Ph.D. degree no more than seven years preceding the awards submission deadline of 15 September 1995.

See also the Nominations Guidelines and Criteria and Administrative Procedure.

Past Recipients of the Award 1992 John R. Hollenbeck 1993 Raymond A. Noe 1994 Cheri Ostroff

EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

In recognition of the research proposal that best shows the use of scientific methods in the study of a phenomenon that is relevant to the field of industrial and organizational psychology.

The award is given to the author(s) of the best research proposal in which scientific methods are used to study a phenomenon of relevance to the field of industrial and organizational psychology. The proposal should demonstrate the use of research methods that are rigorous, creative, and highly appropriate to the study of the phenomenon that is the focus of the proposed research. The proposal should cover research that is at either the design stage or is in very early stages of pilot-testing. Proposals covering completed research should not be submitted.

The author(s) of the best proposal is (are) awarded a certificate, a \$500 cash prize, and the opportunity to present their proposal in a poster session at the meeting of the Society for Industrial and Organizational Psychology. In addition, the Scientific Affairs Committee of the Society for Industrial and Organizational Psychology will assist the winner in both obtaining funding and locating sites for the conduct of the proposed research. This offer of assistance, however, does not obligate the award winner(s) to actually perform the proposed research.

If more than one outstanding research proposal is submitted for review, the Awards Committee may recommend that an otherwise outstanding, but not a winning, proposal be awarded honorable mention status.

Criteria for Evaluation of Proposals

Research proposals will be evaluated in terms of the following criteria:

- The degree to which the proposed research addresses a phenomenon that is of significance to the field of industrial and organizational psychology.
- 2. The extent to which the proposal shows appropriate consideration of the relevant theoretical and empirical literature.
- 3. The degree to which the proposed research will produce findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion).
 - The setting of the proposed research is of lesser importance than the capacity of the study to produce highly valid conclusions about a real-world phenomenon of relevance to the field of industrial and organizational psychology. The methods of the proposed research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.
- 4. The extent to which the proposed research is actually capable of being conducted.
- 5. The degree to which the proposed research, irrespective of its outcomes, will produce information that is both practical and theoretical in relevance.
- 6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.
- 7. The degree to which the proposal provides for the appropriate coverage and consideration of (a) research objectives, (b) relevant theoretical and empirical literature, and (c) research methods. Note that a budget for the proposed research should not be submitted.

Guidelines for Submission of Proposal

- 1. Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Society, the American Psychological Association or by any person who is sponsored by a member of one of these organizations.
- 2. Proposals having multiple authors are acceptable.
- 3. Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However it excludes references.
- 4. Proposals should be prepared in accord with the guidelines provided in the third edition of the *Publication Manual of the*

- American Psychological Association. Note, however, that the abstract may contain up to 300 words.
- 5. Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
- 6. No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
- 7. Individuals who have previously won the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to win an award a third time, the author must show evidence of having completed at least one or the two previously proposed studies.
- 8. Proposals must be received by 15 September 1995.

Administrative Procedures

- 1. Proposals will be reviewed by the Awards Committee of the Society for Industrial and Organizational Psychology.
- 2. The Awards Committee will make a recommendation to the Executive Committee of the Society for Industrial and Organizational Psychology about the award winning proposal and, if appropriate, a proposal deserving honorable mention status.
- 3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
- 4. In the absence of a proposal that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Past Recipients of the Award

1984 Max Bazerman & Henry Farber

1985 Gary Johns

1986 Craig Russell & Mary Van Sell

1987 Sandra L. Kirmeyer

1988 Award Withheld

1989 Kathy Hanisch & Charles Hulin

1990 Award Withheld

1991 Award Withheld

1992 Julie Olson & Peter Carnevale

1993 Elizabeth Weldon &

Karen Jehn

1994 Linda Simon & Thomas Lokar

S. RAINS WALLACE DISSERTATION RESEARCH AWARD

In recognition of the best doctoral dissertation research in the field of industrial and organization psychology.

This award is given to the person who completes the best doctoral dissertation research germane to the field of industrial and organizational psychology. The winning dissertation research should demonstrate the use of research methods that are both rigorous and creative. The winner of the award will receive a certificate, a cash prize of \$500, and the opportunity to present their dissertation research in a poster session at the meeting of the Society for Industrial and Organizational Psychology.

Criteria for Evaluation and Submissions

Research proposals will be evaluated in terms of the following criteria:

- 1. The degree to which the research addresses a phenomenon that is of significance to the field of industrial and organizational psychology.
- 2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.
- 3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of industrial and organizational psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.
- 4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.
- 5. The degree to which the research yields information that is both practically and theoretically relevant and important.
- 6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

- 1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of the Society for Industrial and Organizational Psychology, the American Psychological Society, the American Psychological Association.
- 2. Each entrant should submit ten copies of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
- 3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, and text. Tables, figures, references, and appendices are not included in the 30 page limit.
- 4. Papers should be prepared in accord with the guidelines provided in the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- 5. The paper must be based on a dissertation that was accepted by the graduate college two years or less before 15 September 1995, with the stipulation than an entrant may only submit once.
- 6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychology Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.
- 7. Entries (accompanied by supporting letters) must be received by 15 September 1995.

Administrative Procedures

- 1. All entries will be reviewed by the Awards Committee of the Society for Industrial and Organizational Psychology.
- 2. The Awards Committee will make a recommendation to the Executive Committee of the Society for Industrial and Organizational Psychology about the award winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.
- 3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute recommendations of its own.
- 4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Past Recipients of the Award

1970 Robert Pritchard

1971 Michael Wood

1972 William H. Mobley

1973 Phillip W. Yetton

1974 Thomas Cochran

1975 John Langdale

1976 Denis Umstot

1977 William A. Schiemann

1978 Joanne Martin and

Marilyn A. Morgan

1979 Stephen A. Stumpf

1980 Marino S. Basadur

1981 Award Withheld

1982 Kenneth Pearlman

1983 Michael Campion

1984 Jill Graham

1985 Loriann Roberson

1986 Award Withheld

1987 Collette Frayne

1988 Sandra J. Wayne

1989 Leigh L. Thompson

1990 Award Withheld

1991 Rodney A. McCloy

1992 Elizabeth W. Morrison

1993 Deborah F. Crown

1994 Deniz S. Ones

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 Rodney L. Lowman, Ph.D., The Development Laboratories, 6 Chelsea Place, Suite E, Houston, TX 77006.

SOCIAL/BEHAVIORAL SCIENTISTS

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

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

Resume and sample of writing in confidence to:



International Survey Research Corporation

Attn: Search Director - SIOP 303 East Ohio Street Chicago, Illinois 60611

> Facsimile: 312/828-9742 Telephone: 312/828-9725

Winter Executive Committee Meeting Secretary's Report

Nancy T. Tippins

The last meeting of SIOP's Executive Committee and Committee Chairs was held February 4 and 5, 1995. The highlights of the meeting that will be of interest to the membership include the following:

- 1) Licensure: The ad hoc committee on licensure chaired by Jay Thomas has submitted its final report to the Executive Committee. Our past, current, and future Presidents (Paul Sackett, Wally Borman, and Mike Campion) along with Jay and Vicki Vandaveer will prepare a statement on licensure for SIOP. The statement should be ready in time to meet the July TIP deadline.
- 2) APA Apportionment: The good news is that SIOP was able to retain its three seats on APA Council. The bad news is that if just a few more SIOP members (23!) had cast a vote we could have had four seats! Please remember to cast your apportionment ballot for SIOP the next time it comes.
- 3) Tax Status: Elaine Pulakos, our Member at Large, continues to work on the issues around SIOP's tax status. We are currently a trade organization (501c6) and have considered trying to change our tax status to a charitable, educational organization (501c3). The original reasons for changing our tax status included reducing our postage rates for TIP and developing a mechanism for accepting tax deductible donations. Interestingly, the latest change in postal rates has reduced the difference in postage for charitable organizations and other organizations like us. Unfortunately, the problem of being able to accept tax deductible gifts has not resolved itself and changing our tax status appears to be an extremely difficult process with a low probability of success. Other options including setting up a SIOP foundation or earmarking funds in the APA foundation for SIOP are being investigated now.
- 4) Sunset Review of the Scientific Affairs Committee and the TIP Newsletter: The Long Range Planning Committee completed its reviews of the Scientific Affairs Committee and the TIP Newsletter. The Executive Committee voted to continue both committees. Suggestions for improved operations within both committees were made and will be worked on in 1995.
- 5) Future SIOP Annual Meetings: Bill Macey continues to negotiate very favorable contracts for our annual meetings. Here's the schedule for the next few years:

1996 San Diego Sheraton Harbor

1997 Adams Mark in St. Louis

1998 Loew's Anatole in Dallas

1999 Atlanta Marriott

2000 New Orleans Hyatt

- 6) Professional Practice Series: Jossey Bass will now publish our Professional Practice Series in addition to our Frontiers Series. We expect putting both series with one publisher will show some positive results in terms of sales.
- 7) Awards: Based on its recent experience, the Awards Committee presented three motions to the Executive Committee. 1) In order to help winners obtain funding to attend the SIOP Conference, future winners of the Dissertation Research Award, the Research Design Award, and the Wherry Award will be asked to present their research at a poster session. Winners will continue to be recognized at the Business Meeting. 2) In order to make the reviewers' jobs manageable, future submissions for the Dissertation Research Award should be no longer than 30 pages. 3) To avoid the perception that number of letters affects decisions, only three to five letters supporting submissions for SIOP awards will be accepted.

TIP PROFILES: Kurt Kraiger

by Karen E. May Human Resource Solutions

In an early conversation with Kurt about writing *TIP PROFILES*, I told him that I wanted to include him as one of the subjects of the column because I thought the *TIP* readership would be interested in learning more about the current editor. He was somewhat reluctant to be included, but he finally agreed under the condition that the profile of him would be run in his last issue. It's hard to believe that three years have passed and Kurt's editorship of *TIP* is ending, but here we are and I am keeping him to his word.

Kurt did not come to **TIP** as an inexperienced editor. While he was in high school, Kurt edited and produced the *Jerkwater Bugle*, a humorous journal containing feature articles that he and his friends wrote. Although he was considering a career as a writer at the time, this experience helped to prepare him for the challenges he would face as an I/O Psychologist.

In his freshman year at the University of Cincinnati, Kurt read Maslow's work on the humanistic perspective of psychology and was inspired to become a psychologist. He found that some of his beliefs about the importance of human potential were reflected in Maslow's writing, and recognized that this was a field through which he could make a difference. Although he later shifted from clinical psychology to I/O, his belief system has remained stable, and he is guided in his work by a desire to enable others to achieve their highest potential.

Kurt entered the Ph.D. program in I/O Psychology at The Ohio State University in 1979, and was heavily involved in research projects throughout his short time in the program. For his master's thesis, Kurt worked with first Ed Cornelius, and then Milt Hakel to study the reliability of the TAT. Cornelius had found the TAT to be a highly valid predictor of managerial performance, but evidence of reliability was inconsistent, largely due to the small number of items on the test and the different dimensions being measured by them. Kurt found in his thesis work that instructing respondents in a retest situation to write similar stories to the ones they wrote during the first administration increased the test-related reliability, while no instructions or instructions to write different stories decreased reliability (Kraiger, Hakel, & Cornelius, 1984).

Much of the research that Kurt conducted during graduate school was in collaboration with other students in his program. As a result of their collaboration, Kurt learned a great deal about writing from Kevin Ford. In fact, he recalls that Kevin's advice influenced his writing more than anything else until he worked in industry while on sabbatical years later. He was also

impressed at this time by the diversity of Neil Schmitt's work, and decided that he too would strive to publish only important work and be the first to publish it.

In his first year of graduate school, Kurt worked with Kevin and Steve Wroten on a validation study with a police department. The experience provided him with an unusual level of autonomy early in graduate school and an opportunity to learn to manage projects. Additionally, he learned about issues facing the police department related to subtle forms of racial bias, particularly concerning assignments of tasks and equipment. For example, he and Kevin noticed that white officers were assigned to all-terrain three-wheelers in the pleasant summer months, but black officers were only assigned to those vehicles in the winter. The experience raised his awareness of racial bias in decision-making, although there was little discussion of those issues in the I/O literature at the time.

Both Kurt and Kevin Ford were inspired by their experience with the police department to conduct a series of meta-analytic studies (Kraiger & Ford, 1985; 1990; Ford, Kraiger, & Schectman, 1986) through which they explored patterns of racial differences and forms of racial bias. In the first of the meta-analyses (Kraiger & Ford, 1985), they examined the race effects of performance ratings by whites and blacks, and compared effect sizes in the lab and field. In this study, they found evidence of race effects in ratings, and, contrary to opinions at the time, found that effects were greater in the field than in the lab. They also found that racial perceptions are more prominent if there are smaller numbers of people in the group, supporting the existence of tokenism.

The second paper in the series (Ford, Kraiger, & Schectman, 1986) was unusual because they used meta-analysis as a hypothesis testing tool to explore within-group preferences. They found that the smaller the percentage of blacks in a group, the larger the effect size for bias. Additionally, they reported larger race differences associated with subjective ratings than with work samples or job knowledge tests.

The three meta-analyses have had a strong impact on the field of I/O Psychology, both individually and as a set. The issues raised in the papers have inspired a great deal of debate and discussion, and have increased the amount of research on the presence and effects of racial bias in personnel evaluation.

Kurt also conducted research in the area of affect. For his dissertation, Kurt conducted a laboratory study to explore the effects of affect on job satisfaction and task characteristic ratings and found that affect was positively associated with job perceptions and satisfaction (Kraiger, Billings, & Isen, 1989). This work was particularly important because it was the first to recognize affect as a source of influence on job perceptions.

After completing his dissertation, Kurt accepted a faculty position in the psychology department at University of Colorado at Denver. Foreshadowing his work style for years to come, Kurt completed the revisions to his dissertation as he packed his car for the move west. At CU-Denver, as the only I/O faculty member for five years, he helped to build the I/O program. During his second year, Kurt considered moving to Michigan State University. The decision process required Kurt to assess his career goals and objectives, and he decided that although the move was a tempting prospect, he would be most satisfied at a place where he defined the terms for success. Kurt knew that at CU-Denver he could be successful through a combination of grants and papers, building a masters' program, classroom teaching, and creating a consulting business—a set of activities that together met his needs for theory development, basic research, applied projects, and serving as a mentor to others.

While at CU-Denver, Kurt has continued to be an active researcher. One area of research in which he has been heavily involved is training evaluation. His interest in this area developed through his work with Ed Salas on an air crew coordination project. Kurt learned all he could about training evaluation after becoming involved on the project, and was surprised at the lack of theory available to support the approaches to measurement. This discovery led to one of his most significant contributions to the field, a monograph written with Kevin Ford and Ed Salas, in which they link cognitive, affective, and behavioral theories of learning and present the first theoretically-based model of training evaluation (Kraiger, Ford, & Salas, 1993).

In order to expand his knowledge of training evaluation, Kurt spent a sabbatical year at International Learning Systems (ILS) conducting applied projects. This experience, coupled with his work on the model, convinced him of the importance of blending theory with practical concerns. He is currently developing guidelines, supported by research, on how to select evaluation strategies based on the desired learning outcomes and the type of training provided. Kurt hopes that this type of product would enable others to benefit from the academic knowledge we have available in order to do their jobs more effectively.

After his sabbatical, Kurt assumed responsibility for leading the Center for Applied Psychology at CU-Denver. Although the Center had been in existence for a number of years, it had essentially lain dormant since its inception. Kurt determined how to buy release time for faculty members in order to involve them in projects through the Center. This created the staff needed to generate and carry out applied projects. The Center provided Kurt an opportunity to use the project management and marketing skills that he learned at ILS, as well as a way to support applied projects that would meet both practical and theoretical goals. He credits Ed Salas for providing him with an effective model of how to build a peer network to accomplish professional goals. This

spring, Kurt's involvement in the Center will likely end, and he will shift his energies toward building his own firm, PEAK Consulting.

Kurt's academic and applied work is complemented by his role as the editor of the *Training Research Journal*. The goal of the journal is to bring together work from the instructional design and the I/O psychology training literatures, which up to this point have not been bridged, in order to educate both disciplines of relevant research advances outside of their immediate fields. In his role as editor, Kurt sees an opportunity to advance our knowledge and enable others to contribute uniquely. He has enjoyed the challenge of creating a niche for the journal and working with authors to bring high quality ideas and work into publication—the first issue of the journal will be out in the summer of 1995.

Kurt has chosen a combination of work activities and professional roles through which to meet his personal and professional goals. Through his involvement in research, applied projects, and his roles as faculty member and journal editor, Kurt is pursuing a number of simultaneous objectives: to create and use good theory, to give people practical tools that are based on good research, to "package" theory in a way that people will find it accessible and useful, and to help people meet their own goals.

These objectives, and the variety of roles that Kurt uses to meet them, help him meet the Jerry Garcia challenge, "You do not merely want to be considered just the best of the best. You want to be considered the only one who does what you do." In this spirit Kurt will continue to seek opportunities to contribute uniquely to both psychological science and practice.

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Brief Report on Graduate I/O Internships: The Organization's Perspective¹

Malcolm C. McCulloch LIMRA International

Internships can offer a valuable experiential component of graduate training in I/O psychology. Ideally, they provide opportunities for graduate students to apply academic training to practical problems in organizations and they offer real-time exposure to the difficult realities of organizations. Consider a few challenges that may occur in such a setting: complex problems that do not fit cleanly into a research design, the elevation of practical over theoretical requirements, conflicts between the need for speed and the need for quality, and organizational agendas that conflict with scientific problem solving. A first-time exposure to such an environment can provide future academicians and practitioners with invaluable professional growth unobtainable in the classroom or research laboratory alone.

Several studies have examined internships from the perspective of university programs (Hinrichs, 1983b; Kuhnert & Downey, 1989) and graduate students (Klimoski, 1983; Kuhnert & Downey, 1991). However, no formal studies focusing on the organization's perspective have been conducted. (See Hinrichs, 1983a for an informal study.) In response to this need, SIOP's Education and Training Committee surveyed a sample of sponsors who operate some form of graduate internship program to gather more information on the characteristics of I/O internships.

In the summer of 1993, the survey committee developed a list of internship sponsors drawing from a variety of sources associated with doctoral level students. The final list included 147 individuals. A total of 55 surveys were returned in usable form yielding a response rate of 37.4%. Responding sponsors came from a wide variety of organizations. Of 14 organization categories listed in the survey, no one type of organization emerged as the prominent sponsor of internships. The two categories of organizations having the most internships were consulting firms (18.2%) and telecommunications (16.4%). The resultant data base generated a broad spectrum of information. This article reports results on selected issues organized into five topics.

¹ Education and Training Internship Survey Subcommittee members (1992-1994): Jan Cleveland, Malcolm McCulloch, Don Davis, Kathleen Lundquist, Jeffrey Reed, Dianna Stone, and Steven Zacarro.

The author thanks Jan Cleveland, Karl Kuhnert, and Vicki Vandaveer for comments on this article and Anne Sullivan, graduate student at University of Connecticut, for assisting in analysis of the survey data.

Topic 1: Hiring Process

Examination of organizations' intern-hiring process provided insight into what organizations wanted, what students needed to be competitive, and how university programs can prepare their students for available internships.

We inquired about the methods used to recruit and select interns. Almost 55% of the practitioners noted that their program had a standing arrangement with a particular school(s) for employing students. While the issue of locality of the applicant pool was not explicitly investigated, these results appeared consistent with Hinrichs' (1983a) finding that organizations often recruit from local universities.

The primary recruiting strategy was "contacting university faculty." Findings on recruiting highlighted the strong connection between organization sponsors and university personnel. As a practical consequence, students, faculty, and sponsors cannot discount the importance of networking in order to be considered for an internship opening.

We asked about minimum level of graduate training for employment eligibility. No consistent requirement was found. Such variability departs from standardized eligibility requirements found in clinical and counseling psychology.

One open-ended survey question asked internship sponsors to indicate what graduate course work is desirable to make candidates competitive. A content analysis coding found that the top four courses were statistics, core "I" courses (e.g., selection, performance appraisal, etc.), psychometrics, and research methods. The findings suggested that internship programs seek candidates with basic research skills and knowledge, with a slant towards "I" topics.

Topic 2: KSA's on the Job

The survey inquired about the type of work interns would perform (e.g., work content) as well as the skills and knowledge used in the internship. Of the 15 work areas listed, the top two areas endorsed were "selection and placement" and "opinion/attitude surveys." The two areas endorsed least frequently were human factors and consumer psychology. The content areas are listed in Table 1. The results suggest that the greatest amount of work activities involved traditional domains of I/O psychologists in organizations—selection research and survey studies.

Table 1
Content Areas Where Interns Primarily Work

Content Work Area	Frequency	Percentage
Selection & Placement	38	69.1
Attitude/Opinion Surveys	38	69.1
Job Analysis	31	56.4
Training & Development	26	47.3
Performance Measurement	20	36.4
Survey Feedback	19	34.5
Organization Development	9	16.4
Classification & Compensation	9	16.4
Group Performance	5	9.1
Continuous Quality Improvement (or TQM)	5	9.1
Process Consultation	4	7.3
Team Building	4	7.3
Recruitment	3	5.5
Human Factors Engineering	2	3.6
Consumer Research	1	1.8
Total	214	

[&]quot;Check all that apply" format

Items addressing specific skills used by interns on the job indicated that the top four competencies were data analysis, writing skills, statistical programming (e.g., writing a SAS program), and computer skills (using PC and mainframe applications). The three competencies mentioned least were group presentation, process consultation, and negotiation. (Refer to Table 2 for ranking of all areas.) Interns used basic research skills, but performed little or no "advanced" service skills such as direct consultation with clients or management.

Table 2
Competencies Used By Interns

Competency Area	Frequency	Percentage
Data Analysis Skills	40	72.7
Writing Skills	39	70.9
Statistical Programming (SAS, etc.)	29	52.7
Computer Skills (PC & Mainframe)	29	52.7
Interpersonal Skills	27	49.1
Planning & Organizing	27	49.1
Work in Team Projects	24	43.6
Data Management Skills	19	34.5
Problem Solving Skills	19	34.5
Oral Communication Skills	15	27.3
Group Presentation Skills	7	12.7
Process Consultation Skills	3	5.5
Negotiation	0	0.0
Total	278	

[&]quot;Check top five topics" format

Consistent with the above findings, responses regarding areas of knowledge used in the internship position reflected emphasis on more "traditional" I/O work areas and research skills. The top four knowledge areas considered most important in the internship were statistics, testing and selection, survey design, and research methods while the four areas with the fewest endorsements were general business, career development, human factors, and consumer behavior.

Topic 3: Supervision

The type of supervision provided in an I/O internship affects the value of the overall training experience. When asked who supervises the intern(s), nearly 73% were I/O psychologists. The remaining types of supervisors included general managers (e.g., HR manager, finance officer) (16.5%) and personnel professionals (e.g., training staff) (10.9%).

When asked if the organization provided supervision for purposes of licensure as a psychologist in the state, 23.6% responded, "yes," while 76.4% answered, "no." Note that only 18.2% of the responding I/O psychologists were licensed. This information does not offer significant prospects for students working toward licensure through internships.

Topic 4: Research Opportunities

Graduate students may view the internship as potential sources of data from real managers and workers from which to conduct applied research. Almost half of the practitioners indicated that students collected dissertation data during the past five years. But to what extent can interns pursue their own research independent of the organizations' interests? Responding to an item on the degree to which interns are able to pursue their own independent research interests, 85% of the respondents answered in the "small degree" to "moderate degree" range. Overall, the results suggest that students' own research collected during an internship is often tied in some way to the organization's interest.

Topic 5: Employment Arrangements

While internships can foster training/mentoring relationships with practitioners, they reflect a form of work relationship with the organization. The survey examined employment terms and conditions of internships. Over 50% of the programs employed interns in some form of part-time basis, while almost 33% employed students on some type of full-time basis. Only 5.5% of the sponsors stated interns were unpaid volunteers.

Compensation is an important factor in internships. It functions as a source of financial support to graduate students and can be a factor in attracting highly qualified candidates to the sponsoring organization. Interns' pay ranged from \$9.50 to \$22 per hour. The average pay rate per hour was \$14.39 (SD=3.85). The average pay rate for three sectors were \$14.78 for private

sector, \$11.58 for public sector, and \$15.47 for the consulting sector. The differences across groups were not statistically significant but results should be interpreted with caution given the unequal cell sizes and small sample size.

Practitioners were asked how long they requested students to remain on internship. Almost 41% of the internships lasted seven months to one year, while 22.2% lasted four to six months. In terms of the work week, average number of hours worked per week ranged from 12 to 45. The mean was 28 hours (SD = 9.4), suggesting that internships primarily function as part-time employment for up to one year.

The survey included an open-ended question asking "What problems do you commonly have with interns?" There was no clear consensus. In fact, about one-fifth (21.8%) of the practitioners made comments that conveyed they had no problems with interns. Responses suggesting problems were coded into six categories. The top three were lack of business savvy or business orientation, poor work quality (e.g., lack of attention to detail, not responsive to deadlines), and inappropriate writing style (overly technical and academic, too wordy). If any generalization can be made of the few comments that were offered, it was that interns were too academic in a nonacademic environment.

Summary

While the survey confirmed Kuhnert and Downey (1989; 1991) conclusions on the variability of internships, a few generalizations can be offered. A general profile of an internship can be described as basically part-time employment with few or no benefits. Length of stay was one year or less; most ranged from seven to 12 months. Sponsors were typically I/O psychologists who sought candidates with basic research skills in areas such as statistics, research design, and computer applications. Interns actively used such knowledge and skills on the job with the greatest likelihood in the areas of selection and survey research. The overall selection focus and work activities appeared consistent with the scientist-practitioner paradigm of I/O services in organizations.

The quality and rigor of the developmental experience was not assessed in this survey. Some of those issues include quality of supervision, extent to which work activities relate to professional development, inclusion of academic orientation towards work, and interaction with students' faculty advisor. These factors undoubtedly define the quality of the internship experience and needs to be further examined. This information can provide graduate students and I/O graduate programs greater familiarity with the range of internship activities available and what internship sponsors are looking for in candidates. In addition, the survey allows organizations who run internships

to compare themselves with each other. For more information, contact Malcolm McCulloch at LIMRA International, Assessment Solutions, P.O. 208, Hartford, CN 06141.

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Comments by Tom Ramsay

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Herbert Anderson Toops (1895-1972),

(picture taken about 1927).

Herbert Anderson Toops, 1895 - 1995 Centennial

TOOPS, Herbert Anderson (Toops), prof. psychology; b. Kiousville, Ohio, September 18, 1895; son of John William and Leona Arvilla (Anderson) Toops; student Ohio Wesleyan University, 1912-14; A.B., Ohio State University, 1916, B.S. in education, 1916, A.M., 1917; Ph.D., Teachers College (Columbia University), 1921; married Laura Merrill Chassell, Dec., 31, 1922; children-Thorndike Clifford Chassell, Edward Marian Chassell, Nona, Laurence. Research asso. of the Inst. of Ednl. Research, Teachers Coll. (Columbia), 1921-23; asst. prof., psychology, Ohio State U., 1923-27, prof. psychology since 1927; asso. prof. psychology, U. of Minn., summer 1927. Consultant in statistics, Secretary of War. Mar-Sept. 1944; consultant of Nat. Roster of Scientific and Specialized Personnel, March-June 1945; consultant U.S. Navy, 1947-48, Nat. Research Council. Fellow A.A.A.S., Ohio Academy of Science, American Psychol. Assn.; member Assn. for Computing Machinery, American Statistical Association, American Math. Soc., Math. Assn. America, American Ednl. Research Assn., National Society for Study of End., Sociometric Soc., Midwestern Psychological Assn., Inst. of Mathematical Statistics, Ohio State Horticulture Soc., Nat. Soc. Coll. Teachers of Edn., Ohio Ednl. Research Assn., Psychometic Soc., Royal Statis. Soc., American Sociological Society, Econometic Soc., O. Wesleyan Union, Phi Delta Kappa, Sigma Xi, Alpha Psi Delta. Writer of ednl. subjects.

We celebrate the centennial of the birth of Herbert Anderson Toops, psychologist and statistician at Ohio State University for 42 years. Toops' mother, a school teacher for five years, taught him the first grade at home. Then he entered second grade in a one room brick school house taught by his father. He attended a regional high school and then Ohio Wesleyan for two years, 1912-1914.

At Ohio State he earned three degrees including a BA in psychology, a BS in education and a MA in psychology under Rudolph Pintner. During 1918 and

1919, he worked on the standardization of the trade tests used by the Army. This work was continued under Truman Kelley at Columbia in 1920.

Finally, by 1921 he completed his Ph.D. with Edward Lee Thorndike for psychology and Kelley for statistics.

He became an assistant professor of psychology at OSU in 1923 and professor in 1927. He also became responsible for the Ohio Psychological Exam given to all freshmen for guidance.

Toops' ambition to make the OPE the best ever was facilitated by the Ohio College Association. Toops was elected chairman of the "Committee on Technical Research," a post he held for 40 years.

Soon his graduate students were engaged in research on ways to make the test better. Other OCA members reported their experiences with the test or shared their ideas for additional tests or test modifications. A small thing, research and follow-up for each student, would be facilitated if all OCA members used a uniform data blank. This was needed so *complete* data would be available of each student taking the test at each school. Some registrars (there were few) refused to go along with this idea. They had worked out their own blanks and they wanted them just so.

In later years, achievement tests such as the SAT or ACT became popular. These tests are used as hurdles for the students to be accepted by the schools of their choice. For example, the SAT has a total of 60 questions on arithmetic, algebra and geometry. By contrast, the OPE has no questions on mathematics. A high school graduate not presenting credits in all of these courses would be hard pressed to do well on the SAT. But he could cram for a few weeks and raise his score.

With the eclipse of the popularity of the OPE, Toops turned to devising tests of other kinds and to his still unfinished work on *Motives*. Some graduate students liked his unfocused approach to teaching. Some undergraduates did not.

Toops told Harold Burtt, the Department Chair: "Harold, I could teach those students to read their lesson and to do their problems. Rather, I teach them so one or two in the class may see how psychology and statistics are done." Finally, in August, 1972, Burtt said: "I do not know what genius is, but Toops was a genius. While he was not the best undergraduate teacher, he was superb at research and working with graduate students. He required the graduate students to be really interested and willing to work. These were characteristics of Toops himself."

Toops had wide or diverse interests as evidenced by his citation. He never lost his love of nature, farming and horticulture. These are contrasted with his own declared fields of education, statistics and psychology.

In 1934 Toops was elected a member of the Royal Statistical Society. He was 39 years old. He died in Bemidji, Minnesota, on August 12, 1972.

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Charmine E. J. Hartel University of Queensland, Australia

Moving on Up

I'm moving on and up to a great position! As of 1 June 1995, I'll be joining my friends in the Graduate School of Management at the University of Queensland in Brisbane, Australia. Although, I'll be on the other side of the globe, I'll continue to handle this column for the foreseeable future. So, from this day forward, please send your contributions, requests and ideas to me at: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: (07) 365-6225; FAX: (07) 365-6988; INTERNET: C.Hartel@mailbox.uq.oz.au.

From my new vantage point, I plan to bring to you, in addition to the news from the U.S., workplace best practices, trends and research in Australasia. I'll also be reporting on the inaugural Australian I/O psychology conference that I'll be attending in Sydney in July.

A new feature I'd like to introduce to this column is profiles of organizations. This would be a short segment devoted to profiling aspects of an organization or academic department relevant to the Vantage 2000 mission. To initiate this feature, I am going to profile my new home and colleagues.

PROFILE: The Graduate School of Management at the University of Queensland

"The University of Queensland, the first university in the State of Queensland, was established in 1910".... It is located in St. Lucia, about 4 1/2 miles "from the Brisbane city centre." "The University of Queensland" is "a world class university," "one of Australia's major public universities," serving "approximately 24,000 students" from around the world. It also boasts "the largest library in Queensland" (1995 MBA Handbook, p. 2). UQ is considered one of the top universities in Australia and would rank among the better universities in the U.S.

The program. The Graduate School of Management has "one of Australia's most extensive MBA programs." It also offers "research degrees leading to the awards of Master of Management or Doctor of Philosophy".... "An extremely active management research program is conducted by school staff." It has a reputation "as one of the major business schools in the Asia-Pacific region" (1995 MBA Handbook, p. 4). The GSM offers undergraduate programs in HRM, OB and OT.

The faculty. Before I begin profiling the Vantage 2000 relevant activities of the GSM faculty, I'd like to share a personal observation. One of the things

that impressed me about the faculty (besides their academic excellence, ethical standards and collegiality) and staff of the GSM, was their openness toward diversity. In particular, they saw no incongruence between my chosen profession of academic and my chosen personal role of mother. I found it uplifting to be able to discuss openly my joys and values of motherhood with colleagues with no worries that doing so might diminish the resources, support and respect necessary for fulfilling my potential as a professional.

My profile begins with Professor Victor Callan, a social psychologist and the head of the Graduate School of Management. I've selected from some of his many publications a few points relevant to this column.

(1) In their I/O handbook chapter on "The Japanese Work Group" Vic and coauthor Yoshihisa Kashima (Kashima & Callan, 1994), say that "within the Japanese sociocultural context, the system of Japanese work groups plays a significant role in achieving high levels of quality and productivity." But, they caution, "the transferability of various attributes of the Japanese work group may depend on various cultural factors" (p. 636). "A first rule of thumb in testing the work group's transferability is the application of ... individualism and collectivism In highly individualist cultures such as the United States, Canada, Australia, Great Britain, the Netherlands, and New Zealand, workers are probably less prepared for highly cohesive work groups. A worker's relationship with the organization is primarily contractual Consequently, highly cohesive work groups may be perceived as unnecessary and an excessive commitment to work" However, "there are many kinds of individualistic societies" and some of them may be able to use such work groups (p. 637). In order "for these groups to operate effectively," a society must meet "at least four conditions": (a) "the goals of the group must be clearly specified," (b) "group members must have the knowledge and skills in a wide range of tasks that allow them to identify the steps required to achieve these goals." "Workers need to be talented and suitably trained so that they are able to learn multiple task-related skills. They need to be encouraged to do so, and the organization and trade unions associated with the organization must be able to see the payoff from such multiskilling." (c) "individuals in the group must have various social skills that allow them to negotiate and establish specific roles," and (d) "group members must be motivated enough to carry out their negotiated roles and coordinate tasks" (pp.638-639). Their chapter concludes with an important warning, "instead of fighting against culture through the wholesale acceptance of organizational practices ... that have evolved in different cultures, people should make their own culture work better for them.... An uncritical adoption of any organizational practice... is likely to fail" (p. 640).

(2) In his study of subordinate-manager communication (Callan, 1993), Vic found that "more satisfied subordinates had more task-oriented male managers, while the leadership style of female managers did not predict

subordinate levels of job satisfaction ..." (p. 25). Another intriguing finding was that "female subordinates believe that their female managers in particular provide them with few opportunities for discussion, or for having their opinions recognized" (p. 25). He points to research which suggests that "female subordinates ... appear confused about what to expect from female leaders, especially the extent to which a female manager will combine task and person-oriented styles" (p. 24). He concludes, "a significant task for future research must be to demonstrate whether these (perceived) differences do in fact exist, and to develop training packages to increase the quantity and quality of communication between managers and their subordinates. One methodology that provides a vehicle for both research and training is to videotape natural interactions or role plays between managers who use different leadership styles and their subordinates" (p. 26).

(3) In a coauthored study (Gallois, Callan, & McKenzie Palmer, 1992), he found that "assertive communication emerged as the optimal response style for candidates in the employment interview" (p. 1057). Additionally, they found "that sex differences did not appear for assertive candidates" (p. 1056). An interesting interviewer difference was observed: "high and low stereotyping interviewers differed in their evaluation criteria for ... less-than-optimal candidates," that is, "high sex-role stereotyping interviewers were more likely to hire aggressive candidates than nonassertive ones, whereas low sex-role stereotypers preferred nonassertive interviewees to aggressive ones" (p. 1055).

Dr. Neal Ashkanasy, a social/organizational psychologist, is looking at "cross-cultural comparisons of attributional style and emotions" in leadermember relationships. One of his publications in particular that fits the scope of this column is his 1994 OBHDP article coauthored with Cynthia Gallois (Ashkanasy & Gallois, 1994; cf. Ashkanasy, 1989). This research showed that "judgements of subordinate performance were primarily determined by immediate performance outcome; informational cues were used only when they provided additional relevant information. Thus, information on performance on another task was relevant in determining expectations for future performance on that task (as opposed to the present task), and on-thespot comparison with the performance of the other group members was used in deciding on the level of reward" (p. 40). Because "immediate impressions of performance outcome are primary determinants of supervisor responses in face-to-face situations," Neal says, "supervisors need to be trained to be sensitive to the personal and situational factors which account for the performance of their subordinates," and to "situational contingencies" (p. 48).

Recently, Neal began the "Orgcult" e-mail network, which deals with issues involving organisational culture. This is another of his interest areas—he has an article in press (Accounting, Organisations and Society) describing a longitudinal study of cultural changes in merging accounting firms and a

submitted paper examining "supervisor responses to subordinate behaviour in technical and administrative organisations in two countries."

Another of Neal's interests is "gender effects on judgements. Research is continuing into the processes which underlie gender bias in applied settings, especially in performance appraisal. Approaches being examined include models of attribution, impression-formation, and social-interaction. A paper on this appeared in the 1994 edition of the Australian Journal of Psychology.

One of psychologist Dr. Philip Bohle's specialty areas is shiftwork. One of his current projects is to examine "the impact of various (shift) rostering practices on health, sleep and interpersonal behaviour" with a particular focus "on the conflict between work and non-work life and the factors related to this conflict, including gender, relationship status and child-care responsibilities, and organizational variables." He's also working on "developing a more efficient and flexible method of designing shift rosters than those presently available." One of Phil's findings is "that organisational, behavioural, and physiological factors moderate the impact of night work on psychological well-being, and personality factors do not." (Bohle & Tilley, 1989). This means then that many of the factors that affect people working the nightshift are controllable. For example, working rotational shifts can interfere with domestic and social leisure time which can lead to psychological stress. Phil says, "...efforts should be made to ensure that rosters impose minimum disruption on highly valued domestic and leisure time, and maximum opportunity should be provided for swapping shifts to accommodate nonwork activities." Also, "high social support from supervisors" may help reduce the psychological stress associated with shiftwork.

Strategies for Diversity Management

Shane Douthitt recently passed this along to me. It's some of the diversity management strategies that he has come across in his research of the topic. Shane begins with suggestions found in the research of Thomas Pettigrew and Joanne Martin (1987), which include: (a) "avoid solo and token roles for minority employees if possible," (b) "provide information about all new employees' competency and his/her personal life prior to the employee's actual start date. This demonstrates the employee's competency, combats the low expectations that result from "triple jeopardy" (negative stereotypes, the solo role, the token role), and provides a possibility for the majority employees to perceive similarities with the new employee," (c) promote "teamwork ... within an organization so that employees are encouraged to work together and interact." Teamwork "also provides a means for a new employee to supply evidence of competence...."

Shane continues with suggestions on combating unequal employment opportunities for minorities from Jomills Braddock II and James McPartland (1987) which, in their words, "are imbedded in the structure of labor markets

and major institutions of society" (Braddock & McPartland, 1987): (a) emphasize "objective criterion at the selection stage and promotion stage," (b) use "internal job postings for openings within the company. Job postings remove much of the politics involved in internal transfers and allow applicants to begin the application process at a more equitable level." Shane says IBM's "JOBS system (Jobs Opportunity Bulletin System) ... provides a good example of this tactic.... JOBS is an on-line application that allows all IBM employees access to any jobs available within IBM. Furthermore, employees have the capability to apply directly for the position via the JOBS application. Such a tool," he writes, "removes the segregated internal networking that many times accompanies internal job opportunities. Tools, such as JOBS, allow for increased objectivity in organizational decision making which provides the means for nondiscriminatory decisions."

Shane says the approach of managing diversity by "teaching employees to value diversity" has yielded mixed results. "Two examples of such programs are presented in SIOP's publication, Diversity in the Workplace (Jackson, 1992)." "Digital Equipment Corporation" reports success, although no empirical support Shane notes, with their "Celebrating Differences Events and Core Groups" programs (Walker & Hanson, 1992). "The Celebrating Differences Events included activities such as, Black History Month, Hispanic Heritage Month, Gay and Lesbian Pride Week, and International Women's Month. These activities provided an opportunity for its employees to learn about different groups at regularly scheduled times throughout the year.... Core groups or "informal networks of small discussion groups of seven to nine employees" met "monthly to examine stereotypes, test assumptions, and build relationships with people of different groups." The second example, Shane points out, shows that "even though employees" approve of "workshops, their exact effectiveness is difficult to assess." "The fictitiously named XYZ Corporation" developed the "Race Relations Competence Workshops (Alderfer, Alderfer, Bell & Jones, 1992)", "3-day workshops" consisting "of lectures on diversity topics, semi-structured group discussions, and role playing exercises. Again, the aim of the workshops is to foster interracial understanding and promote teamwork. The results of a survey showed that the workshops were overall, favorably evaluated. However, white males and females were more likely to say that the workshops hurt race relations within the company. Furthermore, XYZ still struggled with the retention and promotion of minority employees." Shane concludes by saying: "Objective promotion procedures, team oriented objectives, the circulation of information concerning new employees, internal job postings, and valuing diversity workshops are all solutions to particular aspects of diversity management. Alone, each of these solutions cannot create an effective environment for a diverse work force; however, the combination of all of the recommendations offers a more comprehensive means to managing diversity."

Column Mission and Call for Contributions for Upcoming Columns

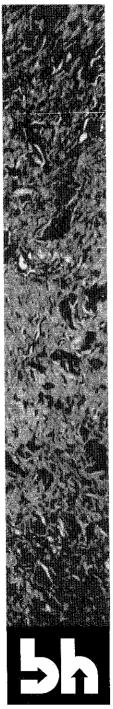
My goal for this column is to discuss the future of practice and research related to work and the workplace. From my new home at UQ, I hope to add perspectives from outside North America. You might say, I'd like to globalize the column. To this end, I hope that, no matter where you may be in the world, you will e-mail, call, write or FAX me (see contact information below) with your suggestions, views, requests and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information—nothing is too small). I would also be interested to hear what types of information you would like me to share with you from the Australasia region.

Please send any information relevant to the points discussed in this column along with your ideas for future topics to me at: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: (07) 365-6225; FAX: (07) 365-6988; INTERNET: C.Hartel@mailbox.uq.oz.au.

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From Both Sides Now: Total Quality Management: Something Old or Something New?

Allan H. Church

I'd like to begin this forum with a few questions to set the appropriate mood for our impending discussion. How many times have you read about the latest "hot topic" in the world of organizational science only to realize that you have been aware of the basic tenets of these ideas for years? How many times have you quietly questioned the value-added of applying yet another "revolutionary" new management concept to your own organization? Why is it that so many professionals are fascinated with the failure rates reported in the literature and the popular press for organizational initiatives based on these cutting-edge principles?

Although as a scientist I am all for the extension of existing theories and the development of new ones, as a practitioner I often find myself questioning the differential contribution of many of the emergent change management and consulting trends. Although this critique can be applied to most if not all of today's leading *buzzcepts*, I have found the principles and concepts of total quality management (TQM) to evoke particularly mixed reactions among others in our field. Moreover, as Marshall Sashkin commented to Thomas Baker back in 1992 in **TIP**, "this TQM thing" is here to stay so practitioners had better be prepared.

Much has been written about the theory and application of TQM both from a comparative and/or critical standpoint (e.g., Mawhinney, 1992; Olian & Rynes, 1992), and from a practitioner approach (e.g., Hart & Schlesinger, 1992; Heilpern & Nadler, 1992; Sashkin & Kiser, 1993. Given the variety of viewpoints I thought it would be interesting to have some practitioners and researchers respond directly to the issue of the relative contribution of TQM. So despite my membership in ASQC (the American Society for Quality Control), I posed the following two questions for this issue's commentators:

- 1. Does the philosophy of the total quality movement represent something really new and unique with respect to our understanding of organizations or is it primarily a repackaging of important but pre-existing ideas?
- 2. What can organizational scientists and practitioners learn from TQM philosophy, technology and/or its implementation in contemporary organizations?

Warren Schmidt, author of numerous articles on leadership as well as the recent book The race without a finish line: America's quest for total quality

(1993), provided the following reactions including a description of his conversion from skeptic to a true TQM convert.

1. I believe that TQM has served as a catalyst to bring many organizational insights and theories of the past into a new perspective. Two of its concepts exemplify this best for me: (1) the emphasis on the supplier-customer relationship and (2) the emphasis on continual improvement. By conceptualizing an organization as an array of supplier-customer relationships, TQM has changed the dynamics of organizational life. By emphasizing continual improvement as a requirement for organizational success, TQM has shifted the attention from results to process.

When I first learned about TQM I was quite skeptical. Having taught and consulted in the organizational arena for so many years, I was wary of getting too excited and jumping aboard the latest alphabetical bandwagon. Besides, many of the concepts were very familiar—teamwork, empowerment, training. It was only after I began working with Jerry Finnigan of Xerox on *The Race Without a Finish Line* (1993) that I changed my mind about TQM. When we set out to learn from the early Baldrige winners, I visited organizations like Motorola, Federal Express, and IBM-Rochester. It was an eye-opening experience for me. There was something different about the way executives, managers, and employees in these places viewed and worked at their jobs! The more I observed, interviewed, and read, the more I came to believe that TQM-managed organizations were different. TQM has many familiar concepts, but this is one case where the whole is greater than the sum of its parts.

- 2. One of the significant contributions of TQM, in my view, is the way it unites statistical/engineering concepts and psychological/human relations concepts in a way that makes sense to managers. Frederick Taylor's concept of finding the one best way to do a job through time and motion studies doesn't seem quite as dehumanizing when it is part of a team's effort to improve quality and productivity. Teaching group dynamics begins to feel less like a "touchy-feely" venture when it is clearly linked to the improvement of team problem solving. When engineers talk about "empowerment" and "teamwork" there is a different quality and it gets a different reception than when psychologists talk about it! TQM has also helped to bring greater openness and honesty to the workplace.
- By focusing on process and customer satisfaction as the really significant outcomes, TQM has eliminated some of the game playing that sometimes undermines MBO (e.g., shipping unfinished products to meet numerical goals) and defeats the real purpose of the organization.
- By treating defects and errors as opportunities to learn how to improve the production process, TQM has reduced some of the defensiveness and cover-up of mistakes that occur in many organizations.

- By emphasizing team productivity, TQM has eliminated some of the competition among individuals vying for credit or achievement.
- By stressing genuine problem solving across organizational boundaries,
 TQM has provided a rationale for eliminating traditional bureaucratic blocks.
- By emphasizing the importance of the interface between customers and the employees who deal with them (usually those at the "bottom" of the organizational chart), TQM has reduced some of the rigidities and dysfunction of the organizational hierarchy.
- By institutionalizing the concept of continual improvement, TQM has elevated training and life-long learning to a level of practicality it never enjoyed before!

These are a few of the reasons that have convinced me that TQM is a most important milestone in the history of management theory and practice!

So for Warren, TQM represents an evolution of organizational and management theory that offers the best of many different worlds. It aids in the application of more traditional OD oriented notions and interventions such as group dynamics without the "touchy feely" components; it gives equal weight to the throughput (process) as well as the output (product); and it promotes positive organizational qualities such as teamwork, empowerment, continuous learning and improvement, proactive rather than reactive management, and customer focus.

In comparison, a somewhat different perspective is offered by David Boje, Professor of Management at Loyola Marymount University and editor of the *Journal of Organizational Change Management*. Two special issues of that journal were recently devoted to the issue of TQM, one of which included an article by David suggesting that while TQM has become a "new world order" it is destined for failure because it is founded on the "same tired manipulation and productivity agendas which fill the diary of modernist business history" (Boje & Winsor, 1993, p. 58). His comments below are based on a talk he gave at the University of Indiana in Pennsylvania.

I have seen too many instances in which consultants come in, ignore the company's history, sell the higher ups on a fad and, after all the trips are given away and the banners are put on a shelf, it is business as usual. For me TQM is a tough topic. I like some of it; I hate most of it.

What I Hate About TQM:

1. It's an excuse for heightened "performativity." "Performativity" is when you put so much emphasis on production and efficiency that the human element becomes a virtual sweat shop—Lyotard's theory, that you can order and systematize the human to the point of being worked to death. It is like the galley slave: work 'em 'till they drop

and then throw 'em overboard. Performativity is out of balance. In Japan it's like a baseball team of young players and all males. No women and no older people in the auto assembly area. They put all the old workers and women on sub-lines or with suppliers. For me, it's PERFORMANCE gone amok. They live in all male and all female dorms. They are recruited out of high school. What a stupid life. On a tour of Toyota, I asked them about overtime and got back the response that they did not get overtime—just extra work when it was needed. Trouble is they worked extra every week.

- 2. **Totalism.** In totalism, the grand narrative or big-story line keeps people from noticing the critical narratives or the local stories. The Grand Narrative is the story that by working hard at the assembly line and by shipping all the jobs south of the border the United States will be turned around. This is the New World Order.
- 3. Ahistorical. A look at history will show that TQM is fad and fashion. It is old stuff with new labels. Reengineering is TQM which is sociotech.
- 4. Taylorism. Bob Winsor (a marketing professor at Loyola Marymount University) and I look at TQM as Taylorism. Our historical work found several plausible links between some of the core stuff and Taylorism. At the time when Taylor was at his peak the Taylor principles were widely known and disseminated in Japan. This was right at the time when Japan put its industrial house in order. TQM creates a rigid and Victorian productionist agenda.
- 5. Worker Stress. The worker gets to take on more and more responsibilities, but gets less money. The worker gets to self-supervise and the company saves on supervisors' salaries. The worker gets to do the work of three people and the company saves on the cost of the down-sized labor force. The worker gets to do kaizens until he drops and the company saves money on R&D. What does the worker get? The worker gets to become a temporary employee.
- 6. Empowerment. Every time someone says empowerment, I think disempowerment. I remember Tom Peters saying how moving the file cabinet was empowerment and ownership. Big deal! Deciding not to give the CEO a limo, that would be empowerment. TQM masquerades as empowerment, but it merely repackages the oppressive past practices.

Kaizen: Toyota's PR discourse claims that employees get more discretion to plan their tasks and control their jobs. Rather than increased empowerment, the workers get rigorously Taylorized, standardized and programmed work tasks. Work tasks to be measurable and reproducible are meticulously regulated and enforced in ways indistinguishable from scientific management. Cycle time and process analysis are internalized time and motion studies.

- "At the Tochigi plant, efforts in [reducing work time] included employing the work-factor method and standardizing virtually every motion workers made in performing their tasks. At the same time, management tells the workers that the SOP [standard operating procedure] is an absolute standard to which they should strictly conform until it is improved (Imai 1986: 30-1).
- 7. Total. My friends Dale Fitzgibbons and David Steingard distrust anything with the word total in it. Like total-itarianism. Reengineering—reminds me of Taylor. That's why they teach more of this stuff in engineering schools. TQM should be called TCM—Total Control Management. The agenda is a methodology of personal control, even more invasive than Taylorism because it indoctrinates workers into a rhythm of self-surveillance and self-control. The TQM calls this "returning control and ownership back to the workers."

8. TQM-ing the University. This is a scary thought.

Clearly, David is not enamored with the TQM movement. The basic criticism underlying all these points is that TQM represents a revision of basic modernist production principles while being heralded as a postmodern and necessary solution for enhancing worker empowerment and organizational effectiveness. From his perspective control—of products, processes and employees—is at the core of the TQM movement whose ultimate end-point is conformity not emancipation.

Yet another perspective is provided by Paul Lillrank and A. B. (Rami) Shani. Both of these professors of management have written extensively on the topic of total quality.

I. It might be wise to live by the rule that says "Whatever you write, someone else has probably already written it, and most likely even formulated it better." In the world of organizations made by humans and their interactions, there is relatively little that is new. However, one should not devaluate the importance of new insights arising from new combinations of "old" known elements. Furthermore, the newest is not always the best. The fundamental questions that most managers ask today center more around "Is it useful?" than "Is it new?" Total quality comprises a set of useful new combinations of ideas and techniques for enhancing competitive performance by improving the quality of products and processes.

The total quality philosophy presents a challenge to conventional management orientations and the theories that underlie them. TQM origins and patterns of diffusion are quite different from those other management and organizational innovations that have swept through the business world during the postwar period, innovations such as management by objectives, time-based management, and the strategic management of core competencies. The intellectual origin of TQM is statistics. At the core of TQM is statistical process control, which is

based on sampling and variance analysis. The sources of TQM innovation have been derived by the pioneers from work within industry and government rather than in universities. TQM integrates American technical and analytical skills, Japanese implementations and organizational expertise, and European and Asian traditions of craftsmanship and integrity. The dissemination process of most management innovations has been hierarchical. The quality movement, by contrast, has been a populist one. Smaller companies were the original leaders in TQM. Furthermore, the CEO has not always been the prime driver for implementing TQM within companies. Departmental and divisional managers have often been the initiators.

To understand the broad implications of the "newness" of TOM, it's useful to consider how statistical process control (SPC), a technical tool of control, evolved into TOM, a philosophy that affects all functions, aspects and levels of the firm. Whereas SPC is a precise set of quality improvement techniques, TQM extends quality improvements to all functions and all management levels. Few truly unique and radical combinations can be found in TQM. First, in addition to the decentralization of operational decisions, TQM typically increases participation in high-level decisions among those in the lower echelons. Embedded in TQM is the idea of decentralizing and democratizing quality management by empowering all employees to be individually responsible for the output of their work and providing the SPC tools they need to get the job done. Diffusion of decision making is matched by diffusion of coordination across teams, departments, and units. Second, some of the most significant effects TQM has on an organization arise from its effectiveness in promoting coordination and integration of productive activity. These changes can have profound effects on organizational structure. Within the formal structure, they tend to widen managers' span of control, which permits the removal of managerial levels and corporate staff. A flatter organizational structure results. In addition, an informal parallel structure may emerge. Third, a unique aspect of TQM is the explicit and forceful link among strategy, structure, and operations, provided by the Hoshin Kanri system. While most management philosophers emphasize the importance of implementing this integration, TQM provides the organizational tools to do so.

2. TQM's assumptions constitute a management paradigm that contrasts sharply with the economic model of the firm. For example, the organizational goals from the economic model of the firm perspective are maximizing profit at almost any cost; from the TQM perspective

the goals are maximizing profit by serving customer needs via supplying goods and services of the highest possible quality. Coordination and control from the economic model is based on the notions that managers have the expertise to coordinate and direct subordinates and agency problems necessitate monitoring of subordinates and applying incentives to align objectives; from a TQM perspective, employees are trustworthy and are experts in their jobs, hence the emphasis on self-management; employees are capable of coordinating on a voluntary basis. A fundamental learning is that the theories underlying TQM and the economic model of the firm are inherently incompatible.

TQM calls for systematic and revolutionary changes in management practices, including the redesign of work, the redefinition of management roles, the redesign of organizational structures, the learning of new skills by employees at all levels, and the reorientation of organizational goals. As such TQM induces extensive and fundamental change throughout the firm. Managing the implementation process of TQM or the fundamental organizational information presents the true challenge for scientists and practitioners.

The first stage in managing TQM implementation is to recognize their revolutionary character. Implementing the sweeping organizational transformations that are at the core of TQM requires expertise in managing system-wide change. Of the existing models to manage complex system-wide changes that can be found in the literature, we have found the eclectic orientation that establishes some forum of parallel learning structural configuration to be most successful. The parallel learning structure mechanism is charged with the responsibility of housing, guiding, and facilitating the continuous learning and change processes. The eclectic TQM change orientation is grounded in a systems view of the firm; it enables the organization to address both short- and long-term challenges, fosters employee involvement, builds on both inductive and deductive processes, and involves the nurturing of individual competence development and learning organization.

Thus, for Paul and Rami, the TQM movement does represent a fundamental shift in our way of thinking about how organizations function and how to manage them effectively. While some of the ideas may have been borrowed, the result is a new and different approach to understanding organizational dynamics. Moreover, they see change efforts based on TQM principles as incorporating many other important elements of organizational theory as well such as participative decision making, team-based work processes, parallel learning structures, new management behaviors, work redesign.

Paul and Rami raised an interesting point at the beginning of their comments: the question of unique contribution may be irrelevant when compared to the question of utility. If an idea works and managers and employees believe in it, who really cares where it comes from or how innovate the concept really is? I suppose it is the scientist (and not the practitioner) in all of us that wants to discover new truths. Unfortunately, truth in the social sciences is a difficult concept at best.

A final note, if you haven't had first hand experience yet with a TQM effort, or initiative in your organization, or consulting practice, be prepared. Spector and Beer (1994) cited a recent survey reporting that 86% of all US CEOs believe TQM will remain a top priority initiative in the year 2000. Regardless of whether or not you are smitted with quality, it may be on your agenda very soon. Moreover, since these authors estimate the failure rate at upwards of 75% for both US and European TQM efforts, there will probably be significant opportunities for I/O practitioners to get involved and to help make the process work.

I would like to thank this issue's contributors for their thoughtful comments and insights. Without commentary this column would not be possible. And to all you SIOP practitioners out there, let me know if you have any specific issues, topics or questions you would like to see discussed in these pages. I can be reached via phone (914) 738-0080 or fax (914) 738-1059 or mail—W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY 10803.

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Dianne C. Brown APA Science Directorate

We all know that the world of testing and assessment is not a perfect place and that, despite our professional standards and efforts, tests get used in inappropriate and sometimes harmful ways. We're not alone. Last fall, I was interviewed by the British Broadcasting Corporation (BBC) about the use of personality tests in employment. They originally asked about what civil rights laws we have in the United States that apply to the use of personality tests, as well as what professional standards exist. They were working on a segment of the Money Programme (a weekly business news show) about the use of personality tests in "redundancy" programs. Redundancy meaning reduction in force, downsizing, lay-offs.

In one downsizing effort, an organization called the Southwark Council relied on the results of a personality test in choosing 19 employees to lay off! This was one of the few times that I could make a blanket statement that this was an inappropriate use of a test. This is also the first time an employer in Britain will be taken to court over the use of a personality test. Apparently, employees who had been successfully performing their jobs for years were being laid off on the basis of test results that sometimes indicated that they didn't have the personality characteristics to perform their jobs! Additionally, employees were given the results of their personality tests in the form of computer-generated reports, without accompanying interviews.

In another British company, Anglian Water, their use of personality tests in redundancy programs was similarly questionable. As I understand their process, employees who are laid off are included in a "redundancy pool," to be considered for future job openings. As they apply for positions, the results of the personality tests were sometimes cited as the reason for not hiring, and sometimes in cases where an individual had successfully performed a job for many years.

This kind of test misuse is what leads to a climate of mistrust of psychological and personality tests and to increased legislation restricting their use. The employees in the redundancy pool who had applied for positions and were then turned down on the basis of personality test results often found the "rationales" ludicrous. One data processing clerk was told she wasn't adequate in innovation and conceptual thinking to perform the job she'd been performing successfully for several years. Like Sibi Soroka, who was also interviewed by the BBC for this program, employees are wondering what these tests and questions have to do with performing the job. And who can blame them?

Although the U.S. doesn't have a law that states "thou shalt not use tests to lay off employees when downsizing," I suspect this practice wouldn't fly in this country, even though it might take a member of a protected group proving adverse impact to challenge it. That's not to say there isn't interest. Clark Wilson, author of the Survey of Management Practices (a managerial skills assessment instrument), was approached by a federal department asking if they could use his instrument for lay offs. For the record, Dr. Wilson does not support this use of his instruments and believes that this government agency discontinued its pursuit.

It is this kind of issue that leads professionals and scholars to ask ourselves about standards, enforcement mechanisms, adequate training and test user qualifications. But the extent to which we fail to prevent such misuse of tests through our education, training and standards, will be the extent to which we will have to live with legislation (or litigation) driven by those less knowledgeable, albeit well-intentioned. The Soroka case is a good example. It is difficult to defend against the court imposing a job-relatedness rule on individual test items when those very items are under such public scrutiny because of an inappropriate or suspect use. We risk losing the ability to benefit from the valuable information tests can often provide in employment settings.

The program aired in England in November and featured a number of psychologists (David Bartram with the British Psychological Society and John Topliss, a chartered psychologist) who made responsible statements cautioning against this kind of inappropriate testing practice. The program is interesting and will run a number of times at the Science Directorate booth at the APA Convention in New York this August.

Mainstream Science on Intelligence¹

Since the publication of "The Bell Curve," many commentators have offered opinions about human intelligence that misstate current scientific evidence. Some conclusions dismissed in the media as discredited are actually firmly supported.

This statement outlines conclusions regarded as mainstream among researchers on intelligence, in particular, on the nature, origins, and practical consequences of individual and group differences in intelligence. Its aim is to promote more reasoned discussion of the vexing phenomenon that the research has revealed in recent decades. The following conclusions are fully described in the major textbooks, professional journals and encyclopedias in intelligence.

The Meaning and Measurement of Intelligence

- 1. Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending and deeper capability for comprehending our surroundings—"catching on," "making sense" of things, or "figuring out" what to do.
- 2. Intelligence, so defined, can be measured, and intelligence tests measure it well. They are among the most accurate (in technical terms, reliable and valid) of all psychological tests and assessments. They do not measure creativity, character, personality, or other important differences among individuals, nor are they intended to.
- 3. While there are different types of intelligence tests, they all measure the same intelligence. Some use words or numbers and require specific cultural knowledge (like vocabulary). Others do not, and instead use shapes or designs and require knowledge of only simple, universal concepts (many/few, open/closed, up/down),
- 4. The spread of people along the IQ continuum from low to high, can be represented well by the bell curve (in statistical jargon, the "normal curve"). Most people cluster around the average (IQ 100). Few are either very bright or very dull: About 3% of Americans score above IQ 130 (often considered the threshold for "giftedness"), with about the same percentage below IQ 70 (IQ 70-75 often being considered the threshold for mental retardation).
- 5. Intelligence tests are not culturally biased against American blacks or other native-born, English-speaking peoples in the U.S. Rather, IQ scores predict equally accurately for all such Americans, regardless of race and social

class. Individuals who do not understand English well can be given either a nonverbal test or one in their native language.

6. The brain processes underlying intelligence are still little understood. Current research looks, for example, at speed of neural transmission, glucose (energy) uptake, and electrical activity of the brain.

Group Differences

- 7. Members of all racial-ethnic groups can be found at every IQ level. The bell curves of different groups overlap considerably, but groups often differ in where their members tend to cluster along the IQ line. The bell curves for some groups (Jews and East Asians) are centered somewhat higher than for whites in general. Other groups (blacks and Hispanics) are centered somewhat lower than non-Hispanic whites.
- 8. The bell curve for whites is centered roughly around IQ 100; the bell curve for American blacks roughly around 85; and those for different subgroups of Hispanics roughly midway between those for whites and blacks. The evidence is less definitive for exactly where above IQ 100 the bell curves for Jews and Asians are centered.

Practical Importance

- 9. IQ is strongly related, probably more so than any other single measurable human trait, to many important educational, occupational, economic, and social outcomes. Its relation to the welfare and performance of individuals is very strong in some arenas in life (education, military training), moderate but robust in others (social competence), and modest but consistent in others (law-abidingness). What ever IQ tests measure, it is of great practical and social importance.
- 10. A high IQ is an advantage in life because virtually all activities require some reasoning and decision-making. Conversely, a low IQ is often a disadvantage, especially in disorganized environments. Of course, a high IQ no more guarantees success than a low IQ guarantees failure in life. There are many exceptions, but the odds for success in our society greatly favor individuals with higher IQs.
- 11. The practical advantages of having a higher IQ increase as life settings become more complex (novel, ambiguous, changing, unpredictable, or multifaceted). For example, a high IQ is generally necessary to perform well in highly complex or fluid jobs (the professions, management); it is a considerable advantage in moderately complex jobs (crafts, clerical and police work); but it provides less advantage in settings that require only routine decision making or simple problem solving (unskilled work).
- 12. Differences in intelligence certainly are not the only factor affecting performance in education, training, and highly complex jobs (no one claims they are), but intelligence is often the most important. When individuals have

already been selected for high (or low) intelligence and so do not differ as much in IQ, as in graduate school (or special education), other influences on performance loom larger in comparison.

13. Certain personality traits, special talents, aptitudes, physical capabilities, experience, and the like are important (sometimes essential) for successful performance in many jobs, but they have narrower (or unknown) applicability or "transferability" across tasks and settings compared with general intelligence. Some scholars choose to refer to these other human traits as other "intelligences."

Source and Stability of Within-Group Differences

- 14. Individuals differ in intelligence due to differences in both their environments and genetic heritage. Heritability estimates range from 0.4 to 0.8 (on a scale from 0 to 1), most thereby indicating that genetics plays a bigger role than does environment in creating IQ differences among individuals. (Heritability is the squared correlation of phenotype with genotype.) If all environments were to become equal for everyone, heritability would rise to 100% because all remaining differences in IQ would necessarily be genetic in origin.
- 15. Members of the same family also tend to differ substantially in intelligence (by an average of about 12 IQ points) for both genetic and environmental reasons. They differ genetically because biological brothers and sisters share exactly half their genes with each parent and, on the average, only half with each other. They also differ in IQ because they experience different environments within the same family.
- 16. That IQ may be highly heritable does not mean that it is not affected by the environment. Individuals are not born with fixed, unchangeable levels of intelligence (no one claims they are). IQs do gradually stabilize during childhood, however, and generally change little thereafter.
- 17. Although the environment is important increasing IQ differences, we do not know yet how to manipulate it to raise low IQs permanently. Whether recent attempts show promise is still a matter of considerable scientific debate.
- 18. Genetically caused differences are not necessarily irremediable (consider diabetes, poor vision, and phenal keton uria), nor are environmentally caused ones necessarily remediable (consider injuries, poisons, severe neglect, and some diseases). Both may be preventable to some extent.

Source and Stability of Between-Group Differences

19. There is no persuasive evidence that the IQ bell curves for different racial-ethnic groups are converging. Surveys in some years show that gaps in academic achievement have narrowed a bit for some races, ages, school subjects and skill levels, but this picture seems too mixed to reflect a general shift in IQ levels themselves.

- 20. Racial-ethnic differences in IQ bell curves are essentially the same when youngsters leave high school as when they enter first grade. However, because bright youngsters learn faster than slow learners, these same IQ differences lead to growing disparities in amount learned as youngsters progress from grades one to 12. As large national surveys continue to show, black 17-year-olds perform, on the average, more like white 13-year-olds on reading, math, and science, with Hispanics in between.
- 21. The reasons that blacks differ among themselves in intelligence appear to be basically the same as those for why whites (or Asians or Hispanics) differ among themselves. Both environment and genetic heredity are involved.
- 22. There is no definitive answer to why IQ bell curves differ across racial-ethnic groups. The reasons for these IQ differences between groups may be markedly different from the reasons for why individuals differ among themselves within any particular group (whites or blacks or Asians). In fact, it is wrong to assume, as many do, that the reason why some individuals in a population have high IQs but others have low IQs must be the same reason why some populations contain more such high (or low) IQ individuals than others. Most experts believe that environment is important in pushing the bell curves apart, but that genetics could be involved too.
- 23. Racial-ethnic differences are somewhat smaller but still substantial for individuals from the same socioeconomic backgrounds. To illustrate, black students from prosperous families tend to score higher in IQ than blacks from poor families, but they score no higher, on average, than whites from poor families.
- 24. Almost all Americans who identify themselves as black have white ancestors—the white admixture is about 20%, on average—and many self-designated whites, Hispanics, and others likewise have mixed ancestry. Because research on intelligence relies on self-classification into distinct racial categories, as does most other social-science research, its findings likewise relate to some unclear mixture of social and biological distinctions among groups (no one claims otherwise).

Implications for Social Policy

25. The research findings neither dictate nor preclude any particular social policy, because they can never determine our goals. They can, however, help us estimate the likely success and side-effects of pursuing those goals via different means.

The following professors—all experts in intelligence and allied fields—have signed this statement:

Richard D. Arvey, University of Minnesota

Thomas J. Bouchard, Jr., University of Minnesota

John B. Carroll, University of North Carolina at Chapel Hill

Raymond B. Cattell, University of Hawaii

David B. Cohen, University of Texas at Austin

Rene V. Dawis, University of Minnesota

Douglas K. Detterman, Case Western Reserve University

Marvin Dunnette, University of Minnesota

Hans Eysenck, University of London

Jack Feldman, Georgia Institute of Technology

Edwin A. Fleishman, George Mason University

Grover C. Gilmore, Case Western Reserve University

Robert A. Gordon, Johns Hopkins University

Linda S. Gottfredson, University of Delaware

Robert L. Greene, Case Western Reserve University

Richard J. Haier, University of California at Irvine

Garrett Hardin, University of California at Berkeley

Robert Hogan, University of Tulsa

Joseph M. Horn, University of Texas at Austin

Lloyd G. Humphreys, University of Illinois at Urbana-Champaign

John E. Hunter, Michigan State University

Seymour W. Itzkoff, Smith College

Douglas N. Jackson, University of Western Ontario

James J. Jenkins, University of South Florida

Arthur R. Jensen, University of California at Berkeley

Alan S. Kaufman, University of Alabama

Nadeen L. Kaufman, California School of Professional Psychology at San Diego

Timothy Z. Keith, Alfred University

Nadine Lambert, University of California at Berkeley

John C. Loehlin, University of Texas at Austin

David Lubinski, Iowa State University

David T. Lykken, University of Minnesota

Richard Lynn, University of Ulster at Coleraine

Paul E. Meehl, University of Minnesota

R. Travis Osborne, University of Georgia

Robert Perloff, University of Pittsburgh

Robert Plomin, Institute of Psychiatry, London

Cecil R. Reynolds, Texas A & M University

David C. Rowe, University of Arizona

J. Philippe Rushton, University of Western Ontario

Vincent Sarich, University of California at Berkeley
Sandra Scarr, University of Virginia
Frank L. Schmidt, University of Iowa
Lyle F. Schoenfeldt, Texas A & M University
James C. Sharf, George Washington University
Herman Spitz, former director E.R. Johnstone Training and Research
Center, Bordentown, N.J.

Julian C. Stanley, Johns Hopkins University
Del Thiessen, University of Texas at Austin
Lee A. Thompson, Case Western Reserve University
Robert M. Thorndike, Western Washington Un.
Philip Anthony Vernon, University of Western Ontario
Lee Willerman, University of Texas at Austin

Practice Network

Thomas G. Baker Micro Motion, Inc.

Practice Network is committed to providing a forum for the discussion of practitioner ideas and issues. (We're not only committed to this, but I think we're having some success doing it.) This column is comprised of your calls, views, requests and opinions. I am always available to speak with you at (303) 530-8143.

New Theories of Leadership and Implications for Assessment

Practice Network recently spoke with Joel Moses (Applied Research Corporation, Metuchen, NJ) about how different ways to view leadership potential have evolved and their implications for assessment.

Many of us operate assessment centers in ways little different from the days of Moses and Bray at AT&T. Centers were born in large, stable, hierarchial organizations and were designed to assess leadership in these environments. Everyone can name consultants who have devoted their lives (and owe their children's college educations) to assessment centers. Centers are an institution in our field. None less for Joel, but he has not stopped developing, refining and redefining assessment centers.

"It is not as simple as the model that we can look at past behavior to predict future behavior. This model has changed. You now have to look at *relevant* behaviors," Joel explains. When we develop an assessment center we know the level of managerial job it targets (supervisory, managerial, executive) and the purpose of the center (e.g., selection or development). We then conduct the job analysis to identify the applicable behaviors for this job. Multiple dimensions are identified and exercises created such that each dimension is assessed in more than one situation.

Behaviors are generalized across exercises and feedback focuses on interpreting the ability of the candidate or incumbent to express the dimensions as operationally defined by the job analysis. And blah, blah, blah—you know the shtick.

This traditional approach is reductionist according to Joel. Its main focus is to break a person's behavior into elemental pieces, such as communication, leadership, problem solving and etc. Unfortunately, this model ignores changes in the characteristics of leadership that are needed to manage in today's varying business environments. The old model worked fine for AT&T (before its breakup), but it is not so hot now.

Reprinted from the Wall Street Journal, December 13, 1994.

Joel and his associates Jan Margolis and Margaret Sullivan at Applied Research, have identified five different business environments which require different leadership skills: (1) the emerging or startup business, (2) a growing and expanding business, (3) the well-established or mature business, (4) a business in the midst of turnaround, and (5) a business undergoing merger or acquisition. Joel's thesis is that the "right" set of leadership skills vary by the business situation. For example, the leader of an emerging business must excel at securing resources for growth while coping with ambiguity and change. These qualities are not the same as those required to lead a company in a turnaround, where finding ways to restore confidence and stop the bleeding take precedence over finding ways to increase market share. Within each environment, Joel and company have specified sub-components, such that startup companies go through two leadership phases and turnaround situations require three phases of leadership skills, each one distinct from the other.

But how does this leadership theory affect the way Joel designs assessment centers? "In terms of measuring leadership, especially with assessment center simulations, there is a need to create simulations based on different market or business conditions rather than looking at activities, such as making presentations or participating in group discussions. We need to assess situational competence instead of whether they have good communication or interpersonal skills." Joel explains. "The assessment emphasizes understanding the kinds of situations in which the person will be successful, for instance, can they handle themselves in situations of rapid change or do they need time to reflect and plan?", he illustrates (TB: Does Sackett and Dreher's near-classic 1982 article resonate?). Joel's centers consist of multiple, highly integrated exercises. Even the in-baskets of the candidates in a center are integrated and relate to each other and require them to share, discuss (and maybe hide) information with each other through lots of spontaneous interactions which more realistically mirror the work setting. "The difference is that we've discovered that, although before we were writing great exercises because we were trying to gather dimensional information, now we realize that it is not enough. What we need to write are real business simulations with business consequences," he affirms.

Joel feels, "Dimensions are important but they are more of a 'shorthand' to understanding an individual's attributes as they affect that person's behavior in a specific business situation. We are not looking for a 'correct' response, we are looking for a style of interaction which we can use to predict success in varying leadership and business environments."

Dimensions assessed in Joel's centers have a distinct outcome orientation. For example, a traditional assessment center may have a dimension titled 'Organizing and Planning.' The equivalent in one of Joel's centers would be termed 'Resolving Complex Problems.' This example emphasizes how a

competency can both focus on the behaviors exhibited in a situation as well as leave room for understanding the style used to reach their outcome.

This type of center demands a much higher caliber assessor who, as Joel explains, "does not follow the reductionistic model of assessment center ratings. We really need to have as rich a discussion as possible amongst the assessors." Joel likes to use senior business managers in addition to skilled psychologists as his assessors, because he doesn't find them prone to reducing a mass of behavioral complexity to a simple metric.

Joel's contributions to the technology of assessment centers have a long history. It looks like they will continue. Contact him at (908) 549-8891. Thanks Joel for speaking with *Practice Network*!

Integrated Organizational Diagnosis: An Assessment Center Model²

In a recent METRO article, Ann Howard discussed an idea, found in SIOP's latest Professional Practice Series book (Diagnosis for Organizational Change: Methods and Models³), to push the present boundaries of assessment center technology well onto the "turf" of organizational development. Her proposition is fascinating. Her argument is for an integration of "T" and "O" diagnostic methods and disciplines.

Because it is difficult for one practitioner to 'do it all,' integrated organizational diagnosis begs for collaboration. One approach is to use an assessment center model targeting the organization, instead of the individual, as the unit of assessment. In this scenario various practitioners would serve as assessors and administer exercises (their own diagnostic techniques) to address each significant component or subsystem of organizational functioning. The assessors would meet at an integration session to pool the diagnostic information generated by their exercises and rate the organization on pre-established dimensions of organizational performance. The organization's overall evaluation would be based on how well it was achieving its critical success factors. Following integration, a feedback report and intervention plan would be created based on the organization's diagnosed strengths and developmental needs.

Under this proposal, the assessors would perform this center's 'job analysis' by working with the organization's top executives to identify the organization's strategy and critical success factors.

Having established dimensions to be assessed, the assessors would get to work. Leadership experts would assess the top cadre of executive decision-makers, while culture change experts facilitated the identification and articulation of the company's vision and values. OD consultants would investigate incongruencies and misalignments amongst structure and systems. Meanwhile, other experts would diagnose strengths and needs in such areas as staffing, performance management, training, team functioning and rewards.

The assessors would meet periodically at integration sessions to pool their findings and develop a fuller and more balanced understanding of the organization's dimensional characteristics. They would discuss approaches at various stages of intervention and flesh out incongruities among them, thus enabling them to channel their efforts toward united organizational change.

Is this scenario an unrealistic fantasy or does it herald the future? Ann Howard is one of a large number of practitioners calling for reduction in the distance between "I" And "O" psychologists. She is one of the few proposing a concrete scheme to reach this end.

The Times They Are A'Changing

The neat thing about *Practice Network* is calling fellow professionals up right out of the blue and peeking into their thoughts. A call recently placed to **Mike Campion** (Purdue University) found him in a contemplative mood reflecting on a trend in our field which concerns him.

Mike feels our field is steadily losing the industry-based I/O psychologist. We seem to be moving from a three-pronged stool (industry, consulting, academia) to a two pronged one. "It's the loss of the third career path, the one that is a meaningful bridge between science and practice, that I am concerned about," Mike remarks.

Mike's concern is for the loss of the "linking role" industry-based psychologists play between the needs of companies and advancement of the science. "Much of what we have learned in I/O psychology is from systematic research in organizations," Mike asserts, rattling off a long list in just a matter of moments: The assessment of leadership at AT&T by Doug Bray and Joel Moses and at Sears by John Benz, the work Allen Kraut did at IBM on opinion surveys, Paul Bands' work in employee involvement at Ford, advancements in performance appraisal by Herb Mayer at GE and fundamental work in selection by Paul Sparks at Exxon. Mike feels the 'state of the business' of I/O psychology in 1975 was largely due to the industry-based psychologist and that the trend towards the outplacement of psychologists from company staffs continues inexorably.

Both of us were trying to recall the last SIOP survey and came up with the recollection that about 25% of us are now in industry or government settings with the rest split between consulting and academia. Mike fears that in ten years this 25% will have dwindled to a smaller number and in 20 years could be zero.

With the loss of the industry-based practitioner will come the loss of the scientist-practitioner, the loss of innovative, research based practice addressing a company's need for answers to relevant questions.

Mike Campion attributes the loss of industry-based practitioners to one major and one minor cause. The major cause is the overall downsizing of

American companies. As **Paul Thayer** explains, "During periods of downsizing, if you are in personnel or research you are the first to go, and if you are in personnel research you are doubly fast to go."

A more subtle reason for the loss of I/O psychologists in business is that I/O practitioners often move from their technical roles to more general roles within the Human Resource department of their company. The pay is better and the career ladders taller on the generalist side of the house. Campion agrees that "it is very seductive. . . you get hired because of your technical skills, but to go anywhere you need to be a generalist."

It's clear that academic-driven research does not always hit right on industry's research needs. Consulting tends to be too hand-to-mouth and product focused to serve industries' need for research.

At the end of our conversation, Mike and I wondered how to close this can of worms. There are no immediate answers or clear implications of the loss of I/O psychologists in industry. It's just what I get for disturbing Mike with my call!

Whatsinaname?

You'll be hearing more about "title" versus "practice' laws in the near future. They have everything to do with licensure.

Here is your short course on these two main types of license laws. Title laws require you to be licensed as a psychologist before you can call yourself one. Title laws are pretty straightforward. Practice laws require you to be licensed as a psychologist if you provide any psychological services which the law specifies. Suffice to say, lots of I/O work, whether individual or organizational in nature, ends up in the practice law net. Practice laws are clearly the more restrictive of the two.

As we speak, the license requirements may be changing in your state. Georgia has already adopted practice laws and Indiana has proposed them. Get involved in shaping the future of licensure for I/O psychologists. The July issue of TIP, incidentally, will include a draft of SIOP's position on licensure for your review and comments.

The Home of Buddy Holly and Amazing SDWT Research

On a tip from the Center for the Study of Work Teams, *Practice Network* followed a dusty, Texas trail to the lovely west Texas burg of Lubbock, home of the late rocker Buddy Holly and Professor **Barry Macy** (Texas Center for Productivity and Quality of Work Life at Texas Tech University) Barry's research on innovative, high performance learning organizations and self-directed work teams is going to be known far and wide.

Over the past few years Barry has quietly been building an entire high performance taxonomy of characteristics affecting organizations—a way to categorize most any type of organizational change into four operational categories: organizational structure, technological, human resource or total quality management. He has researched over 1,800 empirical case studies and has defined 60 'action-levers' as he calls them across these four operational categories and has used them as the predictors for a meta analysis of success criteria in 131 organizations over 30 years (1961-1991).

Macy is currently off and running with data on the action-levers of 85 companies over a 1991-1994 time span. His research revolves around identifying those action-levers and high performance strategies that result in improved financial performance. This current study, a benchmarking study of North American innovative organizations collected via the Survey of Innovative Organizations (S.I.O.) is not for the faint at heart—it includes five pages of data gathering on each of the 60 action levers, over 1,400 indicators and criterion measures in total.

The long and short of the results from his first meta-analysis study is that financial performance is most affected by actions levers of a "structural nature," such as hierarchial changes like the creation of SBUs (strategic or small business units) or focused factories, the use of semi-autonomous or autonomous work teams and the establishment of goal setting/measurement systems for performance indicators. Secondly, Macy and Hiroaki Izumi (University of Regina, Canada) found organizational financial results were positively effected by human resource action-levers such as a multi-skilled workforce, job enrichment or enlargement, team building or group process training, open forums such as monthly meetings and an open information or communication system. Thirdly, Macy found financial performance affected by the non-computerized handling of materials. Fourth, the meta-analysis study found a positive impact of 30-70% improvement in financial performance. Furthermore, approximately 30 percent of the total improvement is estimated to have come from SDWTs! However the greatest impact on financial performance was from a holistic, integrated change approach across the structural, human and technological action-levers.

You can understand why his research has made waves in the SDWT community. In a forthcoming book, ⁶ Barry lays out his theory of progression from traditional work team to what he calls 'virtual organization' teams. Of particular interest are his theories of progression from quality circles to ad hoc problem solving and quality improvement teams and on to process improvement teams and manufacturing cells, as well as his notion that once a team has reached the manufacturing cell level, a change in the organization's structure is required before it can continue on to the two phases (semi-autonomous and autonomous) of self-direction. In a large organization, Barry estimates it takes up to ten years to move from a traditional work group to a manufacturing cell team and up to five years to move from a semi-autonomous to an autonomous work team. He is clear in making a distinction between his

empirical, meta-analytic work and his theoretical work as a "very scientific judgment based on a lot of data from the meta-analysis and the 85 current S.I.O. organizations."

His current study of innovative, high performance organizations in North America will be finished in the 1995-1996 period. Its in-depth and longitudinal nature is sure to reveal additional insights into the relationship between organizational change of a structural, human resource, technological and TQM nature and organizational outcomes which matter to the business community. You can reach Barry Macy at the Texas Center for Productivity and Quality of Work Life at (806) 742-1530 or FAX to (806) 742-1346.

Biodata Basics

Practice Network was pleased to catch up with Terry W. Mitchell (MPORT) Management Solutions, San Diego) and chat with him about biodata. Terry has taken this on as his personal mantel over the last several years and has several interesting things to say.

A couple of years ago *Practice Network* got a call from a fellow practitioner who asked if I had any tips on how to address adverse impact. It seems the 1991 Civil Rights Act had gotten her attention. If I knew then what I knew now, I would have steered her in the direction of biodata.

An ongoing study begun in 1990 by the Department of Labor's Northern Assessment Research and Development Center examined 14 different predictors of occupational success. The main thrust of the study was to find predictors which would help address the GATB's problems with adverse impact. "They choose biodata as the most promising technique for improving validation and lowering adverse impact or, at the least, lowering adverse impact without sacrificing validity," Terry says.

Terry recently completed studying a biodata test he made for a series of government clerk jobs and found that it not only doubled variance accounted for in the criterion, but also improved the passing rates for African-Americans by 96%! Although definitive published research is lacking in this area, Terry feels that biodata has this impact on race because "biodata asks how well you do within the context of your environment without penalizing you for the environment."

Terry cites five key benefits of biodata:

- 1. Strong criterion-related validity. "Biodata is so robust that even those approaches to it that I do not consider very solid give reasonable validation coefficients," he says.
- 2. Strong incremental validity. "The potential for biodata to add validity to your current assessment process is very strong," Terry says, given his experience in finding biodata with low correlations to other predictors but a strong correlation to the criteria.

- 3. Lack of adverse impact. Terry ventures to say that, using the 80% rule of thumb, biodata generally has no adverse impact.
- 4. User acceptance is good. In a large retail business, a recent study was conducted on user reaction to six different assessment tests (two personality tests, a biodata test, a counter productivity measure, a sales performance test and a general mental ability test). Biodata was ranked highest on perceived validity and fairness and lowest on intrusiveness by both employees and store managers.
- 5. Administrative ease. Biodata is not timed and is generally very brief and easy to score. It is also hard to compromise the integrity of a properly constructed (especially empirically developed) biodata test. Terry says that using biodata as a hurdle prior to an interview increases interview passing rates by 100%, thereby giving the test phenomenal utility.

Better validity, less adverse impact, good acceptance and easy to use; so far so good. Must be a colossal downside!

Biodata's difficulties reside in three areas:

- 1. Need for large sample sizes to validate biodata tests. This is especially true for empirically developed tests.
- 2. Legal issues. The main problem here, as with personality tests, are privacy issues. Some states have laws prohibiting queries on specific subjects. Restrictions on asking about marital status, for instance, are difficult because this behavior is often strongly correlated (and in a positive direction PN was pleased to hear!) with job performance criteria.
- 3. Generalizability. Due to a dearth of research in this area, it is generally not known how well biodata generalizes across work places. Terry conjectures that it depends on the generality of the criterion the test was developed to predict, but is quick to indicate this is only his opinion.

"There are people in I/O who are 'gunning' for biodata. They want it stopped," Terry laments, "This is unfortunate especially given its effect on adverse impact. To the surprise of many people, biodata really can be a technique to increase diversity."

You should already be aware that the Civil Rights Act of 1991 requires employers to actively search for assessment techniques that have the least amount of adverse impact. Depending on your circumstances, especially sample sizes, biodata may be something you want to check out.

For further information, Terry W. Mitchell recommends you check out the *Biodata Handbook* published last year by Consulting Psychologists Press or consult a 1992 IPMAAC monograph. Terry welcomes speaking with anyone on this subject and can be reached at (619) 695-6277.

Amendment to 1964 Civil Right Act Introduced to Senate

S. 26, the Civil Rights Restoration Act of 1995, introduced on January 4, 1995, would amend the Civil Rights Act of 1964 by making it unlawful for an employer to grant preferential treatment to any individual or group with respect to selection or other terms of employment on the basis of race, color, sex, religion or national origin. The key phrase here is 'preferential treatment,' it is a saw that cuts both ways. The bill excludes affirmative action in the recruitment of employees from its prohibitions.

Made in Mexico

Steve Johnson (JC Penney, Dallas) is in the middle of setting up an employee selection program in Chile and Mexico. He spoke to *Practice Network* about his struggles and some of the questions he had to answer in this project.

Anglo and American describes the lion's share of SIOP members. Our knowledge of other cultures may not be what it should be. To test your powers of diversity, accept an assignment to install a testing program in a foreign country. When Steve found himself in this situation he had to answer some fundamental questions, such as: What kind of employment laws exist in the target country, how educated and motivated is the 'average' employee, what selection procedures are practiced or accepted in this country, how do you solicit applicants, and so on. Basic stuff that we take for granted here because we are used to operating in this culture.

A typical large JC Penney retail store has three tiers of associates. At the top is a store manager. The middle level typically employees 15-20 department or merchandising managers. Several hundred more associates are needed to fill sales and sales support roles. In the JC Penney stores opening soon in Santiago, Chile and Mexico, each store manager will be an expatriate, and the merchandising mangers have been hired from host country universities. Extensive training has been given to the nationals with the training centralized in Dallas. Steve's project was to set up a selection procedure to hire the several hundred Chilean and Mexican nationals necessary for sales and sale support roles.

JC Penney asked for Steve's help because, due to local economic conditions, the company expected that they would have a couple thousand applicants for their sales and sales support positions. They needed some tools to address this situation.

Steve gained a great deal of knowledge by interviewing the Chilean and Mexican national merchandising managers put on staff for the Latin American stores. They spoke of written selection procedures used in employee selection. Contacts in Mexico and Chile sent Steve samples of such tests. Try as he may

though, Steve was never able to identify who produced or authored these tests. There was an odd 'public domain' feel to the tests he saw.

Given the knowledge that written selection tests are not uncommon in Chile and Mexico, Steve set about developing his battery which has resulted in three devices, a 20-minute test of sales arithmetic, a five-minute 'merchandise verification' (visual speed and accuracy) test and a 30-minute biodata test. Steve wanted to validate instruments already available on the open market, but found nothing suitable. "Companies with commercially available tests do appear to be moving into Latin America but no one has anything ready to go which meets the needs of JC Penney," Steve notes.

Steve's validation methodology has been tricky. He employed a concurrent validation approach with a twist—he is assuming validity generalization, but across cultures, not jobs. He has used existing JC Penney sales and sales support associates in four U.S. locations to provide the validation for his battery. This battery was then translated into Spanish. Some face validity issues were dealt with, for example, in regards to the differing peso values in the two countries. Once actual use has begun, Steve's first order of business will be to cross-validate the battery based on the local population.

Good luck Steve on your work in the southern latitudes and thanks for speaking with *Practice Network!*

Michigan Wants On the Bandwagon

Michigan House Bill 4054, introduced on January 11, 1995, states that employers shall not:

Adjust a test score, use a different cut-off score, or otherwise alter the results of a test on the basis of religion, race, color, national origin or sex for the purpose of selection or referring an applicant or candidate for employment or promotion.

Thanks to **Dave Arnold** and **Melaine St. Clair** for the regular updating of *Practice Network* on legislative tidbits.

Preemployment: Key ADA Issues

Practice Network recently spoke to two gentlemen from the EEOC, David Fram (Office of Legal Counsel) and Don Schwartz (Research and Analytic Services Staff), following their presentation to PTC-Metro Washington in January. As EEOC insiders they know the implications of the ADA on preemployment procedures.

The ADA defines three stages to the hiring process: (1) Pre-offer, (2) Post-offer, which is the period after the offer but before the person starts employment and (3) Employment. For each stage there are different rules about what you are able to ask or do to an applicant. During the pre-offer stage, the ADA prohibits the asking of any disability-related question and the

use of any medical examination. At post-offer, any question or exam is permitted, regardless of how job related it may be. Once the employee starts work, disability-related questions can be asked and medical exams may be given only if they are job related and consistent with business necessity.

Although you may ask any type of question or ask for any kind of medical exam of a candidate during the post-offer stage, an employer is only permitted to withdraw a job offer based on an applicant's disability if the reason for the withdrawal is job-related and consistent with business necessity. Clearly, the implication is to get medical exams and disability-related questions put off until the employer has made a job offer based on factors other than someone's disability status and to allow them to refuse employment only in cases where the employer is sure the person cannot perform the essential job functions with or without reasonable accommodation. Because you would have already made a job offer, you gotta be pretty doggone sure you have valid reasons to withdraw it.

"Asking the wrong kind of questions is more likely to get an employer in trouble than giving medical exams," David conjectures, since most employers are already disciplined to conduct medical exams post offer. Aye, but what are the wrong kind of questions you ask? The ADA disallows an employer from asking questions that are 'likely to elicit information about a disability.' Without regard to your intent, if you are asking questions that get at a disability, you may be treading on the ADA.

Yes, you may ask candidates if they played sports in high school and yes, you can ask people if they have a hard time getting up in the morning. These questions are not likely to elicit information on a disability. There are plenty of non-disability reasons for your not playing sports in high school. One of David's more difficult calls lately had to do with the question, "Can you lift three pounds?" The question may be said to get at a limitation of a major life function (for crying out loud, the Sunday newspaper weights that much!). The answer to this question is complicated by not knowing if lifting three pounds is a job function. If it is, then the question is probably permissible because the law allows employers to ask about whether an applicant can perform a specific job function; if it's not, then it is probably not permitted under the ADA.

David and Don recommend you get your own, free copy of the EEOC's guidelines by calling (800) 669-EEOC. Ask for a copy of "Preemployment/Disability Related Inquiries and Medical Examinations Under the ADA." They want to caution you, however, that these guidelines only discuss what questions can be asked and what exams can be given to applicants; they do not address how the information is used. For example, an exam or question which screens out an individual because of a disability must be job-related and consistent with business necessity, regardless of when it is given. Thanks gentlemen for speaking with *Practice Network*.

P.S. Yes, you may be violating the ADA if individual items on your tests which are given pre-offer can be said to elicit information about disabilities protected by the ADA. Cognitive or straight out skill tests will probably be OK, but what about integrity, personality and biodata tests you may be using? (Now won't you call the EEOC and get a copy of their guidelines?!)

Out From Under the Paper Pile⁸

Most of us spend too much of our time looking for, looking through or pushing around paper. **Ted Darany** (Ted Darany and Associates, Redlands, CA) has found a way out from under these piles! His route involves the electronic storage and retrieval of previously-paper documents nestled in the comfy (if not technologically obtuse) confines of computerized document imaging technology.

Enter electronic document imaging (or EDI). EDI provides for the optical scanning and digital storage of any kind of document on a computer disk. Once stored, this electronic 'picture' of the document takes up only a fraction of its original space. Current technology gives us reliable hard drives for personal computers as big as eight gigabytes (TB: trust me that is BIG!). Besides storing your fair share of computer games, this single drive is the equivalent of approximately eight full, four-drawer file cabinets!

The real estate savings are significant, but there are even more useful benefits. With EDI, the image of a document can be linked to an underlying database. This database would allow you to search for documents in any number of ways! Once the document is retrieved, it is displayed on a high resolution screen or printed out at copy-level quality. Oh yeah, you want to fax it—no problem? And archiving onto disks similar to audio CDs can give these documents an expected shelf life of 100 years.

Ted Darany knows of two governmental personnel offices using the power of EDI; the State of Illinois and California's San Bernardino County, Ted's old stomping ground. The obvious uses for EDI are for paper intensive activities such as application records and personnel files. Attorney offices and insurance companies were early leaders in EDI, which became a viable technology around 1987.

Suffered one too many paper cuts? Want to access documents from your desktop instead of via a clerk? Almost out of post-it notes and ready to join the 21st century? Contact Ted at (909) 798-4475.

Three More Groups for I/O Psychologists

Sharp eyed reader **Ron Shapiro** noticed the January lists of I/O and related groups was missing the following references. Thanks Ron for calling to update *Practice Network*.

SPIM (Society of Psychologists in Management). National group dedicated to the needs of the practicing business manager with a Ph.D. in Psychology. Affiliate memberships available. Annual meeting during mid-winter. Informal meeting each August at APA national convention. Newsletter. About 100 members. Rodney Lowman, outgoing President, (713) 527-9235. Lillian Gorman, secretary, (213) 614-2474.

HFES (Human Factors and Ergonomics Society). 5,200 members strong, HFES has been in existence since 1957. Over 50 local chapters here and abroad. Annual meeting generally in October. Monthly newsletter and two periodicals. Contact the membership office at (310) 394-1811.

Jennifer Martineau sent word that there is also a new North Carolina I/O group:

NCIOΨ (North Carolina I/O Psychology). A new organization providing professional development for current and aspiring I/O psychologists of North Carolina. Contact **David Gilmore** at (704) 547-4740 or Carol Tornow at (910) 334-5691.

At The Met

We have become quite proficient making this beautiful music together. *Practice Network* has become an avante garde composition of your images, sights and sounds. A tapestry of practicum. Will you be our next soloist? Contact **Thomas G. Baker** in Boulder, Colorado. When I'm not spring skiing you can reach me at (303) 530-8143, FAX (303) 530-8007. Email to VTCJ69A@prodigy.com.

Endnotes

- Sackett, P. R. & Dreher, G. F. (1982). Constructs and assessment center dimensions: Some troubling empirical findings. *Journal of Applied Psychology*, 67, 401-410.
- Plagiarized freely from Ron Shepps 9/94 column in New York's MetroNews. Reprinted with permission from Ron and Ann Howard. Contact Ron at Shell — he's doing good things with the "O-Bits" column. His number is (312) 346-9240.
- 3. Diagnosis for Organizational Change. Methods and Models, by Ann Howard and Associates, can be ordered from Guilford Press in NY, NY. Telephone (212) 431-9800, FAX (212) 966-6708. Don't forget your 25% SIOP discount!
- Macy, B. A. and Izumi, H. (1993). Organizational Change, Design, and Work Innovation: A
 meta-analysis of 131 North American field studies—1961-1991. In R. Woodman and W.
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 Personnel Assessment Monograph, 2 (4). Alexandria, VA: International Personnel
 Management Association Assessment Council (IPMAAC).
- 8. Ted's has left San Bernardino County and is now on his own. His specialty includes assessment and automation services. He could have faxed his original "Out From Under..." article to my beeper, but I'm still a technology klutz and would have had to retype it anyway.

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THE STUDENT NETWORK

Kerry A. Burgess

Before getting down to the business of this issue, there are a couple of items that need to be addressed. First, in the October, 1994 issue, a column addressing mentoring relationships was written by Peter Dominick and Stuart Plovan. Stuart's first and last names were misspelled, and his school was listed incorrectly as well. Stuart is really at the University of Baltimore. Sorry about that, Stuart. Thanks for bringing it to my attention.

Second, this will be my last column as student editor of **TIP**. I am pleased to announce that my replacement will be Bryan Hayes, a first-year student at Old Dominion University. Bryan is very motivated to assume the position, and I assure you that his work will be impressive (no pressure, Bryan!). Anyway, I urge you all to get (or remain) involved in this network. I think we can teach each other a great deal.

This position has been a great learning experience for me. Thanks to all who have been supportive.

Okay, now for this column. First, I'm going to address an important issue to many students - sexual harassment. As I have spoken to many individuals about this topic, an astounding number have relayed that they have been victims. As such, I think that it's important to address some of the more personal aspects of sexual harassment, as well as steps that can be taken to combat it.

Following the sexual harassment piece will be an article addressing the results of a study which essentially asked several recent I/O graduates if their graduate programs prepared them for their careers. This may give you an idea of what you should be focusing on while still in school.

The Personal Impact of Sexual Harassment

Kerry A. Burgess

For two years, Anne had been a student working in the training department of XYZ Corporation. Throughout that time, she had been working toward one goal: to get her Ph.D. Anne's mentor, Ted, seemed to be working with her to make her goal a reality. Gradually, however, Ted's behavior toward her began to change. Ted disclosed to Anne that his feelings for her were romantic in nature. While Anne did not feel the same way, she was nonetheless flattered. She soon realized, however, that something had to be done. Ted was

displaying his feelings more frequently, and it was making Anne extremely uncomfortable. When she politely asked Ted not to push his feelings on her, he became increasingly hostile. He refused to speak with her unless others were present, or would respond to her questions with abruptness and rudeness.

This behavior, in turn, began to affect Anne's entire life. She believed that she could never realize her goal without Ted, and it became clear to her that he would not mentor her without this affection. Anne told herself that she could handle the harassment; that it would be worth it once her goal was realized. She therefore endured the harassment for two more years. As she got closer to finishing her degree, however, she could no longer endure the harassment. She was withdrawn from others, her self-esteem plummeted, and her weight fluctuated greatly. It became clear to her that nothing was as important as her well-being. She quietly decided to leave XYZ Corporation, and terminate her Ph.D efforts. She never reported Ted's behavior to the appropriate parties.

This case study illustrates how sexual harassment can be manifested, as well as the impact that it can have on the victim. With similar cases surfacing in all occupations and schools, sexual harassment has become an issue of much concern in today's society. Indeed, the reported incidence of sexual harassment has reached an alarming rate. According to Landau (1993), approximately 21 percent of women have been victims of sexual harassment at least once. Unfortunately, only a small fraction of victims actually report these occurrences.

According to 9 to 5, National Association of Working Women, sexual harassment is about power — not sex. Usually, such behavior is exhibited to humiliate and control the victim. It is defined as unwanted, repeated sexual attention in either the classroom or workplace, and is illegal in the following circumstances: 1) Your job or grade depends on your tolerance of this behavior; 2) the harassment creates a hostile or offensive working environment which interferes with your ability to work; or 3) the conditions of your job (e.g., pay, promotion) are dependent on your tolerance of this behavior.

With such an apparently traumatic environment created by sexual harassment, why do so many victims continue to silently tolerate it? A number of reasons are often given, including the following: 1) "This can't be sexual harassment. He just doesn't understand that his behavior is unwanted." 2) "This was my fault. I must have done something to cause this, so I must live with it." 3) "It would be my word against his. Nobody would believe me." 4) "If I reported this, I would never be able to achieve my goals." 5) "I don't want to hurt him. He's good at his job and he's married. This isn't important enough to hurt his professional and personal lives." 6) "I'm strong enough to handle this. I'll forget that this ever happened." 7) "I'm not emotionally able to handle the repercussions that would ensue."

Unfortunately, one common theme to these excuses is the responsibility that the victim assumes for the harasser's behavior. According to Lynton (1989), this responsibility-taking may lead to a great deal of damage. She argued that when victims put the responsibility where it belongs rather than adjusting their own behavior, they are happier and better adjusted.

Another common theme to the preceding excuses is the belief that one can handle the abuse; that once a goal has been achieved, the abuse will have been worth the trauma of getting there. Unfortunately, this is not always the case. As the case study pointed out, the goals accompanied by the harassment may prove to be less important than one's well-being.

What Can You Do?

Lack of information regarding the steps that can be taken is another reason why victims do not take action against their harassers. If you are a victim of sexual harassment, or are aware of someone being harassed, there are a number of steps that should be pursued by the victim. The following steps have been recommended by several harassment counselors.

- (1) Say No Clearly. Inform the harasser that his behavior is unwanted and offensive. This can be done in a non-hostile manner. You may want to write a note to the harasser explaining your feelings and request. Be sure to keep a copy of this note.
- (2) Document the Harassment. Even if you currently feel that you will never take action against the harasser, you may change you mind later. It's important that you write down each incident including the date, time, and place. Be sure to detail what happened and your response. This will be critical if you decide to take legal action later.
- (3) Document Your Work. Harassers often question the victim's job performance in order to justify their behavior. As such, copies of performance evaluations and memos that attest to the quality of your work should be kept.
- (4) Look for Witnesses and Other Victims. Others have probably witnessed the harasser's abuse toward you in one form or another or have been harassed by him as well. Many of these individuals will support and verify your charge. With this, it will no longer be strictly your word against his.
- (5) Explore what Legal Steps can be Taken. Research company or school policies and procedures regarding sexual harassment. Take a look at legal case studies and see if there are any similarities with your situation.
- (6) File a Complaint. If you are ready to pursue the legal avenues, contact your state discrimination agency or the EEOC. They will advise you where to go from here.

Regardless of the path you choose, it is important that you get emotional support from trusted friends and family. You should not go through this alone.

References

9 to 5, National Association of Working Women. (1994). Sexual harassment: What every working woman needs to know. Cleveland, OH: Author.

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Does Your Graduate Program Fully Prepare You to Enter the Professional World?

Cynthia J. Maahs Debra A. Major Old Dominion University

The purpose of graduate training is to prepare students for professional careers in their field of study. Students entering I/O psychology graduate programs expect that they will be taught the necessary skills to succeed in their careers. But does a diploma guarantee that you are fully prepared to enter the professional world as an I/O psychologist?

The Adequacy of I/O Graduate Training Programs

A survey of 104 recent graduates from I/O doctoral programs across the United States and Canada was conducted to assess the adequacy of graduate training programs in I/O psychology (Maahs & Major, 1994; Major, 1994). The respondents of our survey represented five types of occupational settings: psychology departments (30% of respondents), business schools (14%), consulting firms (16%), research firms (15%), and business organizations (27%). In addition to answering questions about their current jobs, the recent graduates also described various aspects of their training and education. While in graduate school, the graduates reported participating in an average of 5.3 research projects, 3.5 consulting projects, and teaching an average of 5.9 semesters. The majority of this sample (70%) participated in internships, which lasted an average of nine months. They also participated in extracurricular professional activities, such as attending and presenting at conferences, becoming members of professional organizations, and contributing to journal articles or books.

Based on these numbers, it would appear that I/O graduate programs are doing an adequate job of preparing students for the professional world. The average doctoral student probably acquires the appropriate knowledge, skills,

and abilities to function effectively as an I/O psychologist. However, some students may be "slipping through the cracks" by not gaining professional experiences relevant to their careers. For example, 5% of the sample reported never having participated in a research project during graduate school, 21% failed to gain consulting experience, and 16.5% never taught. 40% of recent graduates never published and 25% never presented at a conference. These numbers reveal variations in the amount of professional experiences that doctoral students receive during their graduate careers. They also demonstrate the need for students to take responsibility for their education, as some graduate training programs may not require activities which could be extremely beneficial to one's career.

The Importance of Realistic Expectations

Previous research regarding expectations found that realistic expectations are linked to higher commitment and satisfaction (Wanous, Poland, Premack, & Davis, 1992). Therefore, we theorized that effective graduate programs would encourage the development of realistic expectations for both the immediate and distant future. We defined realistic expectations about the immediate future to encompass expectations about both the job and the organization, while we viewed career planning as a more distant expectation. As expected, survey respondents who reported having more realistic expectations and career plans in graduate school demonstrated higher work satisfaction, higher commitment, better adjustment, and less stress. Thus, a key factor in assessing graduate programs is the extent to which they help students plan their careers and foster realistic expectations about their first jobs.

How Can Realistic Expectations Be Developed?

There are a variety of ways you can develop more realistic expectations about careers in I/O psychology. Memberships in various professional organizations (e.g., APA, APS, SIOP) can provide important insights into trends in the field. Attending and actively participating in professional conferences is a great way to expand your professional network and learn about a variety of perspectives. Moreover, graduate programs can facilitate realistic expectations by holding workshops about current issues in the work place and bringing in professional I/O psychologists to speak about their career experiences.

Different Experiences for Different Careers

I/O psychologists have several different career choices. During graduate education, it is important to gain experiences which are relevant to your desired career path. Respondents across the different careers were compared in order to assess how well I/O graduate programs prepared students for various careers. The results indicated that graduates employed in consulting firms may be the most disadvantaged in comparison to those employed in other areas. Specifically, individuals employed by consulting firms reported the lowest job desirability and the least amount of career commitment. In addition, this group reported having unmet expectations about their organizations, and was less likely than others to have developed career plans. Interestingly, while academicians taught an average of three more semesters than those employed in other areas, respondents completed the same number of consulting projects in graduate school regardless of their occupation. In fact, a large minority of recent graduates in the survey did not participate in any consulting work. One interpretation of these findings is that respondents now employed in consulting firms were disadvantaged by a lack of exposure to experiences relevant to their future careers.

Recent graduates employed in business organizations also showed slight disadvantages compared to those who work in academia and research firms. These respondents reported unmet expectations about their organizations and were less likely to have developed a career plan. However, these graduates reported having their job expectations slightly exceeded. The finding that respondents employed in business organizations had unmet organizational expectations but slightly exceeded job expectations could reflect the need for realistic job previews.

There is no clear pattern of results among the other three groups of graduates: those employed in psychology departments, business schools, and research firms. Respondents in these groups reported having met or exceeded expectations for both their jobs and organizations. Those employed in research firms gained the least amount of teaching experience while in graduate school, while those in psychology departments gained the most. The three groups reported comparable amounts of career planning and commitment to the field.

How Can You Get the Most Out of Your Graduate Career?

Plan ahead. Think carefully about the type of work you would like to do after you graduate. Talk to your advisor about your career goals and what you can do now to prepare yourself for entry into your chosen occupation. To develop realistic expectations, try to gain experience relevant to your career goals. For example, if you would like to work in a consulting firm, try to work on a consulting project or take an internship with a consulting firm. If you would like to enter academia, it would be beneficial to teach for a few semesters. Graduate school provides an excellent opportunity to acquire teaching skills. Publishing your work is beneficial for graduates in every occupation, but may be more important for those entering academia. In the

end, your graduate education is your responsibility, and it is up to you to make the most of it.

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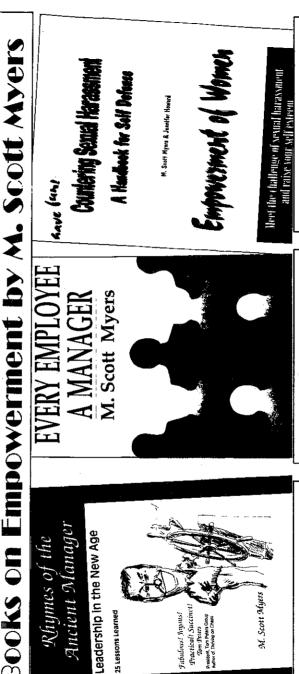
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Upcoming Conferences and Meetings

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

1995	
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.
May 21-23	Tenth Annual Meeting of the Research/Study Team on Nonviolent Large Systems Change. Chicago, IL. Contact: Organizational Development Institute, (216) 461-4333.
May 23-26	25th Annual Information Exchange. Theme: "What is New in O.D. and Human Resource Development." Chicago, IL. Contact: Organizational Development Institute, (216) 461-4333.
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 25-29	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

July 22-26	of Behavioural Sciences, Macquarie University, NSW 2100, Australia. Annual Conference of the American Society for Public Administration. San Antonio, TX. Contact: ASPA, (202) 393-7878.
July 24-29	15th O.D. World Congress. Katmandu, Nepal. Contact: Organizational Development Institute, (216) 461-4333.
Aug. 4-9	Annual Meeting, Academy of Management. Vancouver, BC. Contact: AMA, (914) 923-2607.
Aug. 11-15	Annual Convention of the American Psychological Association New York, NY, Contact; APA (202) 336-6020.
Aug. 13-17	Annual Convention of the American Statistical Association. Orlando, FL. Contact: ASA, (703) 684-1221.
Oct. 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	and the Control
April 25-28	Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (708) 640-0068.
May 21-24	First International Conference on Applied Ergonomics (ICAE). Istanbul, Turkey, Contact: ICAE Secretariat, Fax: +90-212-240-7260, Bitnet: isozok@tritu.bitnet.



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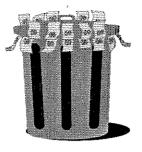
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WANTED ETHICS CASES IN THE PRACTICE OF I/O PSYCHOLOGY

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 Rodney L. Lowman, Ph.D., The Development Laboratories, 6 Chelsea Place, Suite E, Houston, TX 77006.

WANT TO BECOME A CERTIFIED HIV/AIDS TRAINER?

The American Psychological Association (APA) HOPE Program is recruiting psychologists for a train-the-trainer program that certifies participants to deliver APA CE-approved HIV/AIDS workshops.

For more information and to receive application materials please contact: Ms. Amy Harden, APA HOPE Program, 750 First Street NE, Washington, DC 20002-4242. (202) 336-6057.

INTERNATIONAL COMMISSION ON OCCUPATIONAL HEALTH

The International Commission on Occupational Health (ICOH) is an international non-governmental professional society whose aims are to foster the scientific progress, knowledge and development of occupational health and safety in all its aspects. This society was founded in 1906 at Milan as the Permanent Commission on Occupational Health. Today, the ICOH is the world's leading international scientific society in the field of occupational health, with members from 79 countries. The ICOH is recognized by the United Nations and has a close working relationship with the ILO, WHO, and other organizations. The most visible activities of the ICOH are their triennial World Congress on Occupational Health, and the work of their 25 Scientific Committees. These Scientific Committees deal with a variety of subjects. The Scientific Committee on Night and Shift Work is one of these committees.

SCIENTIFIC COMMITTEE ON NIGHT AND SHIFT WORK

Most of the 25 ICOH Scientific Committee have regular symposia, publish monographs, and assist in ICOH World Congress activities. The Scientific Committee on Night and Shift Work was founded in 1957, and was one of the first ICOH Scientific Committees. Since 1969, this Committee has organized and held an International Symposium on Night and Shiftwork every two years or so. These Symposia are the only dedicated and regular shiftwork meetings in the world. The collected papers presented at these Symposia are published as books or dedicated journal articles. The current Chairman of the Committee is Dr. Kazutaka Kogi of Japan, and the Secretary is Dr. Alexander A. I. Wedderburn of Scotland. In addition, the Committee publishes the Shiftwork International Newsletter (SIN) twice each year. This publication is a prompt forum for contemporary shiftwork research and practice. SIN is distributed world-wide and has National Editors in 16 countries. Dr. Timothy H. Monk of the Pittsburgh is the current Editor of SIN.

INTERNATIONAL SYMPOSIA ON NIGHT AND SHIFTWORK

The 11th International Symposium on Night and Shiftwork was held in Melbourne, Australia. The Foxwoods Resort and Casino in Connecticut will be the site of the 12th International Symposium, June 13-18, 1995. This will be the first time in history that the Symposium is held in the United States. By design, this meeting will follow many of the traditions of these Symposia. The meeting will be held in a remote area. Participants will be selected to assure a good international mix of disciplines, ages, and experience

levels. The number of participants will be limited to assure easy access and promote interaction between participants. All presentations will be in English. Papers presented at the Symposia will be published in a dedicated issue of a referred journal.

APA INVITES MEMBERS TO DISPLAY ARTWORK AT HEADQUARTERS

The American Psychological Association is sponsoring a second exhibit of psychologists' artwork, to be displayed at APA headquarters for two years, beginning in May. All members and affiliates are eligible to submit samples of their work for consideration. Art selected will be displayed in the Executive Office and its main reception area.

The exhibit is intended to represent broadly the work being created by talented psychologists across the country. Due to space considerations, the exhibit will be limited to small sculptures, paintings, photographs, and works of art that can be hung on a wall.

Members and affiliates are invited to submit up to two samples of their work. Final selection will be made by a panel of local artists and museum experts. Members whose works are selected will be notified in writing and asked to send their artwork to APA pre-paid and insured.

Completed applications should be returned to the Special Projects Office by March 1, 1995 with a 2 x 2 inch color slide of each piece of art submitted. Please do not send the actual artwork with your application.

For an application, please contact Mayella Valero, APA Executive Office Special Projects, (202) 336-6060 (via e-mail: MEV.APA@EMAIL.APA. ORG).

CALL FOR PAPERS: THE KENNETH E. CLARK RESEARCH AWARD

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award, an annual competition to recognize outstanding unpublished papers on leadership by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The first place award will include a prize of \$1,500 and a trip to the Center to present the paper in a colloquium. The Center also will assist the author in publishing the work in *The Leadership Quarterly Journal*. Additionally, a prize of \$750 will be awarded for a paper judged as deserving honorable mention status.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are

welcomed. The theme for the 1995 award is "The Dynamics and Context of Leadership," which includes issues such as (a) leadership during times of rapid change, (b) leadership for quality organizations, (c) leadership in team settings, (d) cross-cultural issues in leadership, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and context of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers from the Center.

Papers may be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by student or students, and is an unpublished work. Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers.

Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*.

In the absence of paper deemed deserving of the award, the award may be withheld. Entries (accompanied by faculty letters) must be received by August 31, 1995. Winning papers will be announced by October 31, 1995. Entries should be submitted to: Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300.

WORKSHOP ON HUMAN RESOURCE COSTING AND ACCOUNTING (HRCA)

School of Business, Stockholm University, June 1-2, 1995. The Personnel Economics Institute invites researchers to participate in a workshop on HRCA where the keynote speaker will be professor John Boudreau of Cornell. The purpose of the workshop is to discuss ongoing research in the HRCA field and to give researchers the opportunity to discuss work in progress.

A further goal is to form a network within the HRCA area with a new journal of HRCA to be published by Stockholm University as a unifying force. The deadline for paper submissions is May 1, 1995.

For more information or application materials please contact Asst. Prof. Birgitta Olsson, tfn 468-163022, or Ms. Gunilla Persson, tfn 468-162195. The fax number is 468-153054.

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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.

We are a rapidly growing firm in search of exceptional candidates who can become valuable contributors to our team. Project work includes the construction and implementation of selection and assessment systems, performance appraisal systems, career development programs, compensation programs, opinion surveys, and start-up consulting.

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.

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.

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.

Research Director: The Delta Consulting Group seeks a senior-level individual to manage its growing Research function. Responsibilities include supervising a current staff of five; designing, managing and delivering project work for clients/consultants; designing and managing internal research processes; and developing research-based tools, approaches, products and services. The position requires a strong background in research, survey design, data analysis and qualitative approaches to diagnosis; managerial experience; strong organization and project management experience; excellent interpersonal skills; and a consultative approach. Candidates should have a Ph.D., preferably in Organizational or I/O Psychology.

Compensation includes a salary commensurate with skills and experience, profit sharing, bonus potential and a very good benefits package. Some travel is expected.

Delta Consulting Group is a growing firm and a recognized leader in the management of organizational change. Delta consultants work collaboratively with CEOs and other senior executives through long-term and intensive consulting relationships with client organizations on issues of organization design and organization change at the strategic level.

Please send a resume and letter outlining your relevant experience to: Ben Lichtenstein, Alexander Ross Inc., 280 Madison Avenue, New York, NY 10016. FAX: 212-481-3565.

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 communication skills are critical. Experience with SPSS/PC is desirable.

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

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.

VISITING PROFESSOR/SABBATICAL LEAVE PROGRAM: The Defense Equal Opportunity Management Institute (DEOMI) at Patrick AFB, FL invites applications for the 1995/96 Visiting Professor/Sabbatical Leave program. The program provides college/university faculty the opportunity to conduct research on equal opportunity and equal employment opportunity in the military. Faculty members who are U.S. citizens and are on sabbatical leave are eligible. Participants receive a monthly stipend for up to half their normal salary and benefits. Reimbursement for travel to DEOMI and a relocation allowance will be provided to those who must relocate. Appointments are 10-12 months. Applications must be received by June 1, 1995 for the 1995/96 academic year. For further information and application contact: DEOMI/DRP, Visiting Professor/Sabbatical Leave Program, 740 O'Malley Road, Patrick AFB, FL 32925-3399 or call (407) 494-2675.

If you are interested in a variety of professional growth opportunities offered in a dynamic team environment, you are interested in **Personnel Decisions**, Inc. (PDI). PDI, a premier human resources and management consulting firm, has more than 150 consulting psychologists, and offices in Minneapolis, Brussels, Chicago, Dallas, Detroit, Houston, London, New York, Paris, Tokyo, and Washington, DC. Offices will be opening in 1995 in Boston, San Francisco, Denver, Atlanta, Singapore, Germany, and other locations. We are a highly professional team focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sectors; our clients range from Fortune 100 companies to small family businesses in virtually all industry groups. We are interested in applicants who can meet the following descriptions:

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGISTS/MINNEAPOLIS—We are seeking both entry and senior level consultants for our Selection Systems group. M.A. degree in I/O psychology or a related field is required, with a Ph.D. preferred. Responsibilities will include job analysis, validation research, test construction, and associated activities involved with project management and business development. Successful candidates will

have excellent interpersonal and analytical skills, flexibility, and strong personal drive.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGISTS/DALLAS—Our Dallas office is seeking an entry level I/O psychologist. Ph.D. is required and one to two years of experience in a consulting or business environment is preferred. This individual will provide consulting support in two of our primary service delivery areas: Selection Products & Services and Individual Assessment. Responsibilities will include job analysis, validation research, test construction, and associated activities involved with project management and business development. Additional duties will involve a broad range of management development activities, including coaching, assessment, and participation in simulations.

GENERAL MANAGERS—We are seeking aggressive, experienced leaders and business developers to help us plan, open, and manage new offices in various locations. Responsibilities include capturing market opportunities, building client relationships, staffing the office, ensuring the development and delivery of effective services at high levels of client satisfaction, and achieving operating goals. Oualified candidates will have a M.A. or Ph.D. in counseling, clinical, or I/O psychology (or related behavioral science) with five to ten years experience in an applied business setting and three years at the senior consultant level. Successful candidates will have strong business development and client management capabilities, motivation and initiative, strong leadership skills, effective problem-solving and decision-making capabilities, and excellent written and verbal communication skills. In addition, qualified applicants must have consulting knowledge and expertise related to our consulting practice: strong skills in assessment and test interpretation; executive and managerial counseling; and coaching, training, and/or organizational assessment and development.

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

SENIOR TRAINING CONSULTANTS—Many of our geographic locations have opportunities for experienced trainers to facilitate PDI programs, market programs to current and potential clients, and assist with the development and customization of training programs. Qualified candidates must have eight to twelve years experience as a stand-up presenter and

facilitator for management level groups, teaching management skills with a human relations emphasis; proven track record in business development and client management; excellent interpersonal communication skills; familiarity with instruction design and program development; an advanced degree in training and development, psychology, or a related field; and the willingness to travel.

PDI offers a competitive compensation package, relocation assistance, and an opportunity to grow with the best! To apply for these or future opportunities, please send a cover letter and resume to: Cathy Nelson, Director of Human Resources, Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402. Fax: 612/337-3640.

PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

The Department of Psychology seeks experienced Industrial/Organizational Psychologist to lead Master's level I/O program beginning September 1, 1995. Ph.D. in Industrial/Organizational Psychology, evidence of excellence in teaching, research and scholarship required. Collaborative research with students, leadership in managing academic affairs essential. Duties include managing the further development of I/O graduate program, nurturing a synergistic relationship with the College of Business Administration, maintaining and enhancing relationships with businesses for practica and supervising internships/research. Teaching responsibilities include graduate and undergraduate courses in I/O Psychology and related subjects. Courses may include, but are not limited to; Psychological Group Testing, Training & Organizational Development, Personnel Psychology, Applied Organizational Research and Organizational Psychology. Practicum and Thesis supervision, student advising, service on Department, College and/or University committees, and strong scholarship program required. Tenure and senior rank upon appointment. Send letter of application, resume, three current letters of recommendation, and official transcripts to: Paul Ansfield, Chairperson, Department of Psychology, University of Wisconsin Oshkosh, Oshkosh, WI 54901-8670 by May 1, 1995. AA/EOE.

MANAGER SAFETY/RULES-TRANSPORTATION

Our company is a transportation industry leader dedicated to quality. We are looking for an industrial psychologist to administer safety and health programs in our Safety Department which is located in Schaumburg, Illinois.

RESPONSIBILITIES: Supervise and administer existing corporate rules, safety and health programs to assure regulatory compliance. Analyze, advise and recommend specific actions to reduce unsafe acts and conditions. Direct and coordinate training on safety policies and accident prevention measures. Serve as a resource to employees and supervisors in performance analysis, program development, behavior modification and accident prevention.

QUALIFICATIONS: An advanced degree in Industrial Psychology preferred. Understanding of rules and safe working practices for a railroad or in the transportation industry. Associate Safety Professional (ASP) or Certified Safety Professional (CSP) a plus. Knowledge of OSHA, FRA, NEC, NFPA codes and standards. Proficiency in public speaking, training, management problem-solving, interpersonal communication and statistical analysis required.

COMPENSATION: Our company offers a competitive salary and an excellent benefits package, eligibility for our incentive compensation program and participation in our 401 (k) plan.

Please faxcom your resume, along with your salary history, to Ms. Sharp at (708) 995-2492 or mail to: Santa Fe Railway Company, Ms. Sharp, 1700 E. Golf Road, Schaumburg, IL 60173. AN EQUAL OPPORTUNITY EMPLOYER M/F/H/V.

SUMMER INTERNSHIP INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Burlington Northern Railroad (BN) is seeking candidates for an industrial/organizational psychology internship position to be located at Corporate Headquarters in Fort Worth, Texas. This position will provide the opportunity to gain experience in a large organization and to become an active participant in a human resources team. The intern will assist in planning and carrying out content and/or criterion-related test development and validation projects, designing performance management models, designing succession planning models, writing technical reports, and participating in other related projects.

Candidates should be advanced Ph.D. students in I/O psychology (3rd of 4th year) or have a Masters degree in I/O psychology. Experience in job analysis and employment test development and validation (e.g., structured interviews, competency tests, skills test, etc.) is required, including knowledge of current legal issues in employment testing. A solid background in psychometrics and related statistical techniques is essential, and experience

with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts, have solid organizational skills, and have strong interpersonal and communication skills.

This internship is a full-time position starting in May 1995 with a duration of the summer. Interested individuals are invited to submit a resume, transcripts, references, and a listing of relevant course work to: Jeanne Michalski, Ph.D., Assistant Vice President Human Resources Planning, Burlington Northern Railroad, P.O. Box 961030, Fort Worth, TX 76161-0030 or fax to (817) 333-3011. No phone calls please, EOE.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGISTS: Linkage is an organizational development and corporate education consulting company. We are a multi-disciplined team of practitioners working with our clients to develop and implement practical tools, programs, and systems that enhance the performance of their people and work processes.

We are seeking Industrial/Organizational Psychologists. Positions are available for experienced management consultants as well as new graduates. Ph.D. is preferred.

Consult on organizational development, human resource planning, business strategy, and process reengineering. Develop competency models and organizational research. Design/deliver corporate training and team building programs.

Please send resume to: H.R. Director, Linkage, Inc., 110 Hartwell Avenue, Lexington, MA 02173. Or fax to: 617-862-2355.

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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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