The Industrial-Organizational Psychologist

TIP

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THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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THIS IS TIP

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

TIP
The Industrial-Organizational Psychologist

Vol. 33 / No. 2 October, 1995

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COLUMNS

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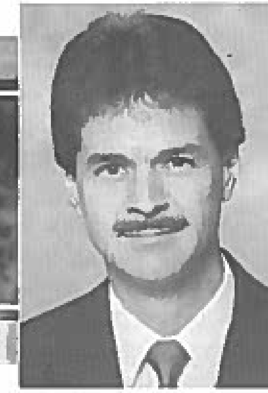
POSITIONS AVAILABLE

A Message From Your President

Mike Campion



Your Opinion, Please

The SIOP executive committee, committee chairs, and committee members are always looking for ways to add value. We are always trying to come up with initiatives that will better serve our membership. We need input to direct our efforts. Listed below are several of these initiatives about which we could use input. Please give us your opinion.

1. **Licensure** — We spent a lot of energy revising the policy. It was printed in the last **TIP**, and comments were solicited. We have received very few comments. Is this the sort of thing we should be doing, or should we let a sleeping dog lie?
2. **Foundation** — We have been looking into ways people can make donations to SIOP for purposes they designate. These contributions could be tax deductible, and virtually 100% (no overhead) could be used to serve the profession in ways designated by the contributor (e.g., sponsor awards, etc.). This might be a way to remember a deceased colleague or to leave a legacy for the future of the profession. Does this sound like something we should be doing?
3. **Placement** — The recent initiative to enhance placement within SIOP seems like a great idea, but we would welcome comments and suggestions from members.
4. **Administrative Office** — The new administrative office seems like a wonderful service to SIOP. But, again, we would welcome new ideas as to how the office can better serve us. As illustrations, should we sell books through the office, should we publish a directory every year, and should we take charge cards for conference registration?
5. **Conference Locations** — There are mixed views as to whether we should hold our conference at resort locations. People bring their families

and make it a vacation, and attendance at sessions goes down. What should we do in the future?

6. **E-mail** — We are developing an e-mail system for SIOP members. Does this seem like a good idea? What special features should we have?
7. **APA** — SIOP members probably pay close to a half million a year in dues to APA. How can we get more value for our money out of APA? The CEO of APA, Ray Fowler, is attending our fall executive committee meeting. What should we ask him for?
8. **Videos** — We are discussing the idea of developing videos on I/O topics for the purposes of education and public relations. Does this seem like a good use of our resources?
9. **Affirmative Action** — With the changing nature of affirmative action, we have commissioned the Scientific Affairs Committee to study the issues in depth. Should we be focusing on such social issues? (Please see the other article in **TIP** on this topic.)
10. **Long Term Goals** — Where should we be heading over the next 5 or 10 years?

This is not meant to be an exhaustive listing of all our issues or our activities. It is just a selection of current issues upon which we would like member input. Please give us any comments you might have on them. There is no need to be formal, and you can use any communication media you like.

Mailing address: Graduate School of Management
Krannert Building
Purdue University
West Lafayette, IN 47907-1310
Phone: 317-494-5909
Fax: 317-494-9658
Internet: CampionM@Mgmt.Purdue.Edu

IOTAs

Michael D. Coovert

There has been a lot of activity over the summer for SIOP. The tenth annual convention was a great success and we are getting geared up for the eleventh to be held in San Diego. Several reports and calls regarding each can be found in this issue of **TIP.** Partially due to this, I have added a new major classification for reports and short pieces. These will now be found under **Columns** in the table of contents.

A lot of people are in the news. <u>**Six**</u> different notifications came to me about **Rich Klimoski** joining the faculty of George Mason University as the I/O Coordinator as well as the director of the center for Behavioral and Cognitive Studies. I guess they are happy to get him! This comes after Rich spent his sabbatical at Michigan State and the University of South Florida. **Jim Sharf,** newly elected fellow, (see his photo later in this column) is the Vice President at the Washington Office of HR Strategies. **Mortimer R. Feinberg's** work was recently chronicled in the Faces in the News section of *The Tennessean.* Ask Mortimer for a copy of it, or one of his several books. **Mary Tenopyr** won the 1995 Karl F. Heiser Award for advocacy in psychology. Given by Division 14 of APA, it recognizes her advocacy in measurement. Also, **Joe Lualhati** and **Susan Abbott** have joined Mary in the Measurement and Selection Systems Division at AT&T. **R. Ronald Shepps** has moved from Amoco's Worldwide Headquarters in Chicago and is the new manager of OD at Nestle in Lolon, Ohio. **Alan Cheney** has joined Psychological Associates Inc. in St. Louis as Vice President, Strategic Development Services. Alan was also recently named to the editorial board of the *Journal of Business and Psychology.* **Scott Highhouse** tells me that **Jane Williams** has joined the I/O group at Indiana University-Purdue University Indianapolis. Best of luck to you all in your new positions!

Many of you are aware that we recently lost two terrific individuals. Pat Dyer passed away just before the Orlando meeting and Greg Dobbins shortly afterwards. Pat was serving as a member at large to APA and her term will be completed by Wayne Camara (who was the runner up in the election). Both Pat and Greg will be missed.

Some news regarding APA groups. If you are interested in joining the newest division, The Society for the Psychological Study of Men and Masculinity, contact Jim O'Neil at 203-486-4281. If you would like to join an effort to form a new division on International Psychology, contact Ernst Beier at 801-581-7525.

A SIOP member who recently had OD added to her responsibilities noted the lack of an "O" in the acronym of **TIP.** What do you think, should we rename the newsletter **"TIP-TOP,"** as she suggested?!!

Several individuals who wrote a column or article for this issue of **TIP** are requesting your input. I hope you take a moment and respond to their request. Our society will only be as good and effective as we make it through our contributions.

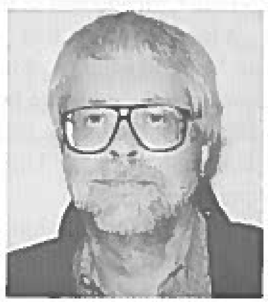
A View of the 1995 SIOP Fellows

I thought it might be nice not only to read about individuals who are being recognized by the society, but also to publish their pictures. Here are the pictures of the six individuals most recently elected to Fellowship. The citations describing their work are in the July issue of **TIP** (pp. 21-23).

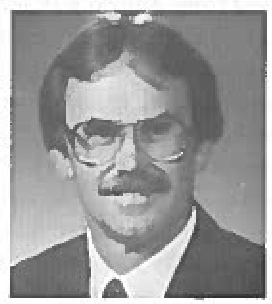
A special thanks to **Gordon Simerson** for his efforts in obtaining the pictures and to photographer Liz Roll of the APA Monitor who provided the photo of Philip Bobko.

Philip Bobko

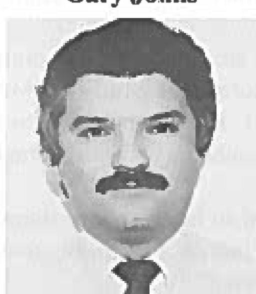
John Hollenbeck



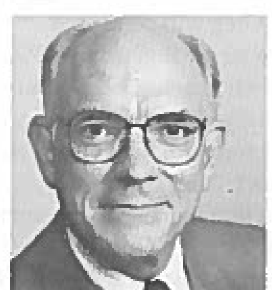
Gary Johns



Michael Mount



Eduardo Salas



James Sharf

Annual Conference '96

San Diego Sheraton Hotel & Marina
April 26-28, 1996
Workshops: April 25, 1996

Katherine J. Klein
University of Maryland at College Park

Think SIOP in San Diego. Think great presentations, good conversations, old friends and new. Think education, information, stimulation, and fun. Think palm trees. Think sailboats. Think sunshine and beaches.

Think it's time to make your reservations? You're right. A form to use in making your hotel reservations follows. And while you're at it, make your flight reservations, too. United Airlines, the official airline carrier for the SIOP Conference, is offering a 5% discount off any regular airfare to the conference (including supersavers). To get the discount, call United at (800) 521-4041 (or have your travel agent call for you) and mention SIOP's Meeting Code: 561ZQ.

Do take the time to plan ahead. The San Diego Sheraton Hotel & Marina is a lovely hotel and it's sure to fill up quickly.

You do, however, have a while yet to register for the conference itself. The conference and workshop registration packet will be mailed in January. Conference and workshop registration forms will also be available in the January **TIP**.

As always, you can look forward to a terrific conference. Sally Hartmann and the Workshop Committee have planned a great lineup of workshops. Terry Mitchell and the Local Arrangements Committee are preparing a guide to help you find the best attractions and restaurants in and around San Diego. Steve Ashworth is making plans for the Job Placement Services at the conference. And, by the time you read this, Lois Tetrick and the Program Committee will be wading through a veritable sea of provocative and creative submissions to the conference — the result of your hard work and scholarship.

If you have questions about or suggestions for the SIOP conference, please let me know. I can be reached at (301) 405-5929, or by e-mail: Klein@BSS3.UMD.EDU. You may also wish to contact the other members of the Conference Steering Committee: Mike Campion (President), Wally Borman (Past President), Steve Ashworth (Job Placement), John K. Kennedy Jr. (Registration), Sally Hartmann (Pre-Conference Workshops), Lois Tetrick (Program), and Terry Mitchell (Local Arrangements).

See you in San Diego!

HOTEL RESERVATION FORM
1996 SIOP CONFERENCE

San Diego, April 26-28, 1996
(Workshops: April 25, 1996)

Arrival Date: ________ Time: ________ Departure Date: ________

Name: ________________ Sharing with: ________________

Address: ________________ Phone: (____)________

City: ____________ State: __________ Zip: ________

Would you like to reserve: _____ Single ($127) _____ Double ($147)

Number of people: ______ (Extra adults in a room are $20 per night)
Do you prefer: _____ 1 King Bed _____ 2 Double Beds
Do you prefer: _____ Smoking _____ Non-smoking

Prices listed above are in effect until **March 24, 1996.** Reservations made after this date will be assigned based upon availability at the hotel's prevailing published rates. All reservations must be guaranteed for late arrival (after 4 p.m.) with a credit card or one night's deposit plus 10.5% tax. There is no penalty for reservations canceled 48 hours prior to the date of arrival. Reservations canceled within 48 hours of arrival will be charged one night's room and tax to the credit card or that amount of deposit forfeited.

_____ American Express _____ Mastercard _____ Discover
_____ Diners Club _____ Visa _____ Enroute _____ JCB

Credit Card # ________________ Expiration Date: ________

Print name as it appears on the card: ________________

Signature: ________________________

Mail form to: **SHERATON SAN DIEGO HOTEL & MARINA**
Reservations Manager
1380 Harbor Island Drive
San Diego, CA 92101-1092
Or, fax to: **(619) 692-2312**
Or, call: **(619) 692-2265**

SIOP Workshops for 1996

Sally Hartmann

Plan ahead for your participation in the 1996 SIOP workshops! Workshops will be held on Thursday, April 25, 1996, at the Sheraton Harbor Island Resort in San Diego, CA. We provide you with this early preview of the workshops to help you with your travel and schedule planning. Please note that changes in titles and/or presenters may occur prior to the final description to be published in the next issue of **TIP:**

1. **Building Business Measurement Systems to Drive Performance** by Don Schilling, Weyerhaeuser, and Albert Valera, Texaco, Inc.
2. **EEO: Legal and Regulatory Developments** by Davis Jones, HRStrategies, David Copus, Jones, Day, and James C. Sharf, HRStrategies.
3. **Executive Development with Soul: Flying Into the Future** by Gary E. Jusela, The Boeing Company, and Nancy L. Batore, Formerly of Ford Executive Development Center.
4. **From One to Many: Performance Management and Reward Systems for Teams** by Susan G. Cohen, Center for Effective Organizations, University of Southern California, and Gerald E. Ledford, Jr., Center for Effective Organizations, University of Southern California.
5. **Going Global: Issues in Applying I/O Approaches Across Cultures** by Ellen Van Velsor, Center for Creative Leadership, Charles J. de Wolff, Catholic University of Nijmegen, and John R. Fulkersen, Pepsi-Cola International.
6. **Lesson Learned from Learning Organizations** by Peggy Steele, International Learning Systems, Inc., and Kristy Wright, International Learning Systems, Inc.
7. **Linking Surveys to Strategy and Outcomes** by Ann Marie Ryan, Bowling Green State University, and Jack W. Wiley, Gantz-Wiley Research.
8. **Managing Contextual Performance Research and Practice** by Stephen J. Motowidlo, University of Florida at Gainesville, and Walter C. Borman, University of South Florida and Personnel Decisions Research Institute.
9. **Mini MBA: Business Strategy for I/O Psychologists** by Ricky W. Griffin, Texas A & M University.
10. **Personality and Integrity Testing for Personnel Selection: Issues and Controversies** by Paul R. Sackett, Industrial Relations Center,

University of Minnesota, and Leaetta M. Hough, Personnel Decisions Research Institute.

11. **Succeeding at Major Organizational Change** by Linda Hoopes, ODR Inc.
12. **Successful Internal Consulting: A Lot of Things that Worked and Some that Didn't** by Oliver London, London & Associates.
13. **Succession Planning** by Robert F. Silzer, HR Assessment and Development, Inc.
14. **HR Practices and the Knowledge Worker** by Jeff McHenry, Microsoft Corporation, and Berth Jonsson, SMG Management Group.

SIOP Continues Job Placement Service at Annual Conference

For the third year, SIOP offered a Job Placement Service at its 1995 annual conference in Orlando, Florida. Due to continually increasing demand for the service, more staff was hired, and space was increased to the extent possible. Approximately 300 registered for the Job Placement Service, 70 employers and the remainder job-seekers. Both Ph.D. and Masters level job-seekers were accepted, as were those seeking both full-time and part-time/internship employment. A fee of $15.00 was charged all registrants.

The availability of on-site registration proved to be a popular feature of the Job Placement Service, as about 20% of participants registered on-site notwithstanding the increased fee of $35.00. Many people also took advantage of the opportunity to purchase Job-Seeker and Employer Notebooks, for a fee of $25.00 each, which were mailed after the conference.

The increase in staff and space, as well as increasing the number of Employer Notebooks and lengthening the hours the service was open, contributed to a smoother overall operation this year. Many positive comments were received from job-seekers and employers a like, and everyone concerned seems to heartily endorse SIOP's continuing to provide this service. In fact, plans for next year are already underway, with Steve Ashworth having been appointed to coordinate the Job Placement Service at the 1996 SIOP conference.

Eleventh Annual Industrial/Organizational Psychology Doctoral Consortium

Tara L'Heureux
University of New Haven

Peter Bachiochi
Bowling Green State University

The Eleventh Annual Industrial/Organizational Psychology Doctoral Consortium will be held on **Thursday, April 25, 1996**, the day before the SIOP Annual Conference. The consortium will take place at the Sheraton San Diego Hotel and Marina in San Diego, California, the same site as the 1996 SIOP Conference.

The Consortium is designed for upper level graduate students who are near completion of their doctorates. Participants are generally OB and I/O psychology students who have begun working on their dissertations. Please nominate students who meet these criteria and have not attended previous consortia.

The 1996 Consortium program is currently being finalized. You can expect an impressive group of presenters selected on the basis of their outstanding contributions to the field. In an effort to exemplify the diversity of our field, presenters representing industry, consulting organizations, psychology and management departments will be included.

The consortium will include breakfast (followed by a speaker), two concurrent morning sessions, lunch (followed by a speaker), two concurrent afternoon sessions, and a panel discussion concerning career issues.

Each doctoral program should receive Consortium registration information by mid-January, 1996. Each program may nominate **one** student only. Please note that enrollment is limited to a maximum of 40 participants. We expect the 40 positions to fill quickly and encourage you to nominate one student as soon as registration materials are received.

Please direct any questions or requests for additional information to: **Peter Bachiochi, Psychology Department, Bowling Green State University, Bowling Green, Ohio, 43551, (419) 372-2301.**

Traveling in CyberSpace: The World-Wide Web

J. Philip Craiger
R. Jason Weiss
University of Nebraska at Omaha

Welcome to the first installment of "Traveling in Cyberspace." As I (Philip) indicated in the July issue of **TIP**, Mike Coovert asked me to assist him in moving **TIP** into the 21st Century. My first step was to establish the "**TIP** World-Wide Web Homepage" as our Internet communications backbone. If you have access to the Internet and the World-Wide Web, the **TIP** homepage can be accessed at the following URL (note the capital letters!):

http://cmit.unomaha.edu/TIP/TIP.html

For the reader who is unfamiliar with the World-Wide Web, don't worry if it looks like gibberish-everything is explained below!

My second step is the creation of this column and its accompanying on-line tutorials. Traveling in Cyberspace will be a regular feature in **TIP** in which my co-author and I will discuss various Internet services, how to access them, and for the skeptical, **why** you would use these services. Since **TIP's** Internet presence is on the World-Wide Web, this installment will discuss the basics of the Web. We have also provided a table listing many of the commonly used terms and acronyms found on the Internet along with definitions.

My co-author and graduate assistant, Jason Weiss, has developed a World-Wide Web primer which is available on the **TIP** homepage. The primer explains step-by-step how to develop your own homepage, and includes information on adding various special effects. You can jump directly to the primer by setting your Web browser to:

http://cmit.unomaha.edu/TIP/develop.html

The Internet

The World-Wide Web is the fastest growing and most ambitious Internet service, albeit the most recent. We decided to discuss the World-Wide Web first because it is the fastest growing service, while being the most "user-friendly." But before we dive into the specifics of the Web, a brief description of the Internet is in order.

Unless you have been stranded on a desert island for the last few years you have undoubtedly heard of the Internet (sometimes used, incorrectly, as a synonym for the mythical "information super-highway"). For those readers familiar with the term, but not sure as to what the Internet is, it is a collection of computers in disparate locations that are connected via a network. The Internet began when the U.S. Department of Defense became interested in

sharing information resources across computers in disparate locations. By the late 1970's the military instituted a project entitled Advanced Research Projects Agency (ARPA, later called DARPA: Defense Advanced Research Projects Agency) which provided funding for researchers in industry and academia for the development of software and hardware that would enable the sharing of information across networked computers.

The number of computers connected to the Internet has grown exponentially. In 1983 there were 562 computers connected to the Internet. In 1994, it was estimated that there were over 2 million computers connected to the Internet (Comer, 1995). This growth is due for the most part to new computer connections by businesses, schools, and homes.

The World-Wide Web

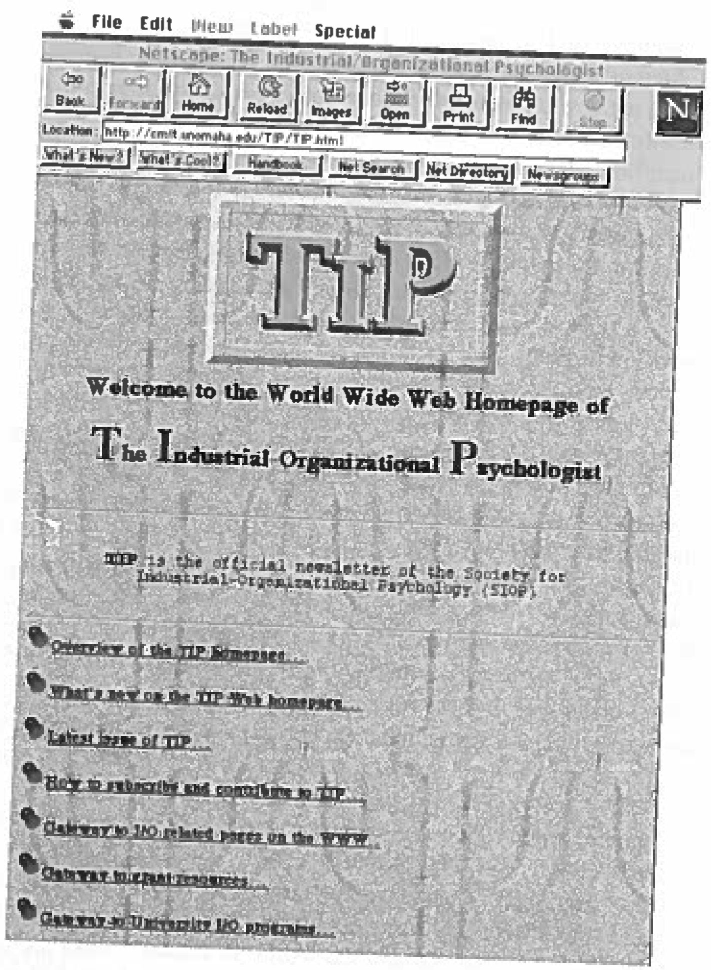
As we indicated above, the fastest growing Internet service is the World-Wide Web (hereafter, the "Web"). The Web was developed around 1989 by researchers at CERN (the European Laboratory of Particle Physics) as a means of sharing information across the Internet in a common format (Pike, 1995). The Web incorporates many of the services into a single, easy-to-use package, including FTP (file transfer protocol, a system for accessing files from remote computers), Gopher (a protocol for accessing hierarchically-organized information from remote computers), Telnet (a protocol used to access remote computers), e-mail (electronic messaging), and UseNet newsgroups (a form of e-mail organized into groups categorized by subject matter) (Pike, 1995).

The Web document that serves as the entry point to a collection of Web documents is called a "homepage," which is roughly similar to a table of contents of a book (but not exactly, as the reader will find out). Figure 1 depicts a portion of the **TIP** homepage.

Web documents have two defining characteristics. First, Web documents are in "hypertext" format. Hypertext is a form of text that contains "links" (also called "hyperlinks") to other, related text. The related text may be in the same document, a different document on the same computer, or a document on a computer located half-way around the world. In Figure 1 links are indicated by the bold and underlined text. For example, clicking on the text "Latest issue of **TIP**..." will display a Web document (shown in Figure 2) which contains the table of contents for the October 1995 issue of **TIP.** Each of these topics are linked to documents that are the actual articles published in that issue of **TIP.** For example, clicking on the link "IOTAs by Mike Coovert" will display Mike's IOTA column from the issue.

Hypertext is a very powerful means of representing information because access to linked text (in computer science nomenclature) is "transparent." That is, simply clicking (with your mouse) on a keyword or a key sentence connects you automatically to the related text. Clicking on a highlighted keyword sends a request for that particular document from the "client"

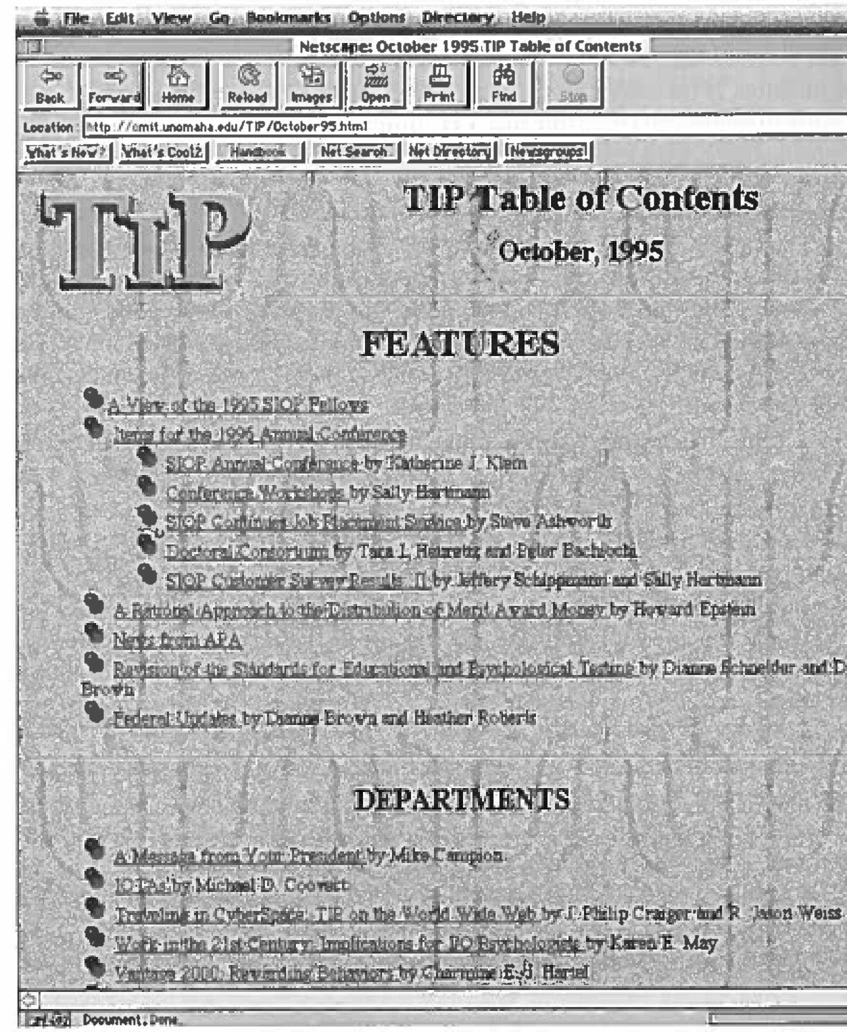
Figure 1



computer (the computer making the request) to a "server" computer (most often a remote computer that contains the documents being requested). As an analogy, consider an encyclopedia. Often at the end of a description of a subject one finds, "For further information, see ..." referring the reader to a related subject. Rather than having to flip through the pages in the encyclopedia, hypertext allows the reader to simply click on highlighted text, whereupon the related text appears automatically!

The second defining characteristic is that Web documents often contain "hypermedia," where text, graphics, sound, and animation are incorporated in a single document. Minimal documents contain only text. While these

Figure 2



documents may lack striking visual appeal, they are fairly quick to transfer. Powerful documents can be created by including media that enhance the substance and accessibility of the document. For example, some documents contain clickable visual "maps" which allow you to jump directly to information of interest.

HTML: Hypertext Markup Language

Hypertext markup language (HTML) is a fairly simple set of commands that are used to format Web documents. Using HTML, a document is formatted and structured in a manner similar to the older DOS-based versions of WordPerfect and Wordstar word-processing packages. HTML allows you a number of advanced text-formatting features, such as hierarchical headings and bulleted lists, as well as the ability to include graphic images, sounds and animation. If the reader would like to familiarize him/herself with HTML, the Web primer contained on the **TIP** homepage contains all of the basic information necessary to get the reader started.

Uniform Resource Locator: URL

Yes, another acronym! In order to access information on a particular document, you must know, and be able to tell the computer, where the document is located. The standard means of describing the location and type of document of interest is the Uniform Resource Locator (or more commonly, URL). A URL is a description of the location and type of document. For example, the URL for the TIP homepage is:

http://cmit.unomaha.edu/TIP/TIP.html

Let's break the URL down into its components. First, note that the URL begins with "http." This stands for **hypertext transfer** protocol. HTTP is the protocol used by the Web to access documents. The first part of a URL always begins with a protocol command: other common protocols are "ftp" and "gopher" (depending on the type of Internet service being requested).

The next part of the URL is a description of the location of the document. In this example we are designating a computer at the University of Nebraska at Omaha called "cmit.unomaha.edu." One sometimes runs across addresses in numeric format, such as "137.48.23.182" (which happens to be the IP [Internet Protocol] address of my own Power Macintosh.) After the physical address of the document comes "/TIP/TIP.html." The first part, "**/TIP**," is a directory where the document TIP.html is located. The .html extension indicates that we are accessing a document in hypertext markup language format.

To review, each URL begins with a description of the protocol (i.e., http, ftp, or gopher, depending upon the Internet service requested), followed by the address of the computer containing the document, and finally, the directory and name of the document being requested. Fairly simple; definitely not rocket science!

How to View Web Documents

Accessing the Web requires three things: a computer (a given), Internet access (more on this subject later), and a computer program called a Web "Browser." A browser is a program that interprets the HTML commands and formats the documents accordingly. Most browsers are graphically-based (although there is a text-mode Unix browser called "lynx."). Browsers are available for most computer platforms, including PC/Windows, OS/2, Macintosh, Power Macintosh, and X-Windows (Unix).

Access to the Internet is available from a number of sources. A number of commercial on-line providers including America Online and Compuserve allow members access to the Web through their services. Other providers, such as Delphi and Netcom, allow somewhat more direct access to the Internet and the Web. Most universities have facilities whereby computers connected to the campus network may access the Web using the appropriate software. There are also commercially available Internet providers; however, most of these providers only provide access to the Internet, whereas the on-line providers such as America Online and CompuServe provide both Internet access and their own unique services.

One of the first and widely available Web browser is **Mosaic,** developed and distributed by the National Center for Supercomputing Applications (NCSA) at the University of Illinois. New Web browsers seem to appear at an exponential rate. Most of the more popular browsers, including the **Netscape Navigator** (my personal favorite, from the Netscape Corporation), are free of charge to academic institutions, with a nominal charge (less than $100) for non-academic users. Mosaic is available by contacting:

http://Web.ncsa.uiuc.edu/SDG/Software/

The Netscape Navigator is available from Netscape:

http://home.netscape.com/

Both browsers are available for a variety of computer platforms, including PC/Windows, Apple Macintosh and Power Macintosh, and X-Windows (Unix). Ask someone knowledgeable about the Internet and the Web, such as the computer support personnel at your university, or a computer salesperson, to assist you in obtaining these browsers.

Site Seeing on the Information Super Highway

Now, the big question we're sure some of you have been asking: What can the Internet and the Web provide me that I can't get elsewhere? We'll say right up front that by the time you read this, any listing of benefits would be obsolete! But that's good, because information contained on the Internet can be updated and changed hourly. You are assured of the most recent information on events and happenings over the Internet. For example, consider this article. It was made available on the **TIP** homepage on August 15, 1995 (the deadline for articles submitted to the **TIP** editor). If you are reading this in the printed version of **TIP,** you've had to wait nearly 2 months for this information!

Up-to-date information is one advantage. Another advantage is the ease of access to information. We commonly access information from computers all over the world. The connections are instantaneous. For example, one Web document at Carnegie-Mellon may contain a hyperlink to a document on a computer at the University of Cambridge, which contains a hyperlink to a document on a computer at Johnson Space Center in Houston, and so on. We can travel from Carnegie-Mellon's to Johnson Space Center's computers with two clicks of a mouse. It's a great time-saver!

Another advantage is the breadth of information available over the Web. For example, the **TIP** homepage contains links to dozens of I/O program homepages at universities, hundreds of psychology programs, psychology journals, UseNet groups, psychological societies, conferences, positions available, and so on. Although the printed version of **TIP** is contained on the **TIP** homepage, the homepage contains much more information because of the links to related Web documents. And though the Web is only a few years old, the number and variety of documents on the Web is growing exponentially. Soon, if information exists, you will likely find it on the Web.

We also want to remind the reader that Vicky Vanderveer had an article in the July 1994 issue of **TIP** called "JOIN THE WORLD—IT'S E—A—S—Y." Although not specifically geared to the Web, she provides more detail about the services available over the Internet, as well as how to go on-line with a commercial provider of Internet access.

Let's Go Surfing Now, Everybody's Learning How...

We hope that the reader will come away with at least enough interest to try out the Web. Unfortunately, to do justice to the depth and breadth of the services and information available on the Internet and the Web would require thousands of pages. To get the reader started we have developed a Web primer that is available through the **TIP** homepage. We've also included a number of references below which we have found to be helpful. If you are interested in 'surfing the net,' we strongly suggest that you get one of these references, many of which are hundreds of pages long, containing detailed instructions on how to use all of the Internet services. We suggest, however, that the best way to learn about the Web is to surf it!

Common Acronyms/Terminology and Their Descriptions (Adapted from Comer, 1995).

Address	A description of the location of a computer. Can be in numeric or text format.
Browser	A computer program that allows the user to view Web documents.
Client-server	The interaction between two programs across a network. The computer requesting information is called the "client," and the computer sending the information is called the "server."
FTP	Acronym for File Transfer Protocol. An Internet service that provides a user with the ability of copying files to and/or from a remote computer.

Gopher	An Internet browsing service in which information is organized via menus.
Homepage	The basic Web document that serves as the entry point to a collection of Web documents.
Hostname	The name assigned to a particular computer.
HTML	Abbreviation for Hypertext Markup Language. The language used to format documents for the Web.
HTTP	Abbreviation for Hypertext Transfer Protocol. The protocol employed to access documents over the Web.
Hypermedia	Incorporation of multiple types of media (audio, animation, text, graphics) in a document.
Hypertext	A method of storing text so that embedded references to other text are included.
Information Super Highway	Term used to denote the emerging national information infrastructure. Often used incorrectly as a synonym for the Internet.
Internet	A collection of networks that use a single protocol to act as a single large network. Connects computers all over the world via a network.
Mosaic	A Web browser developed and distributed by NCSA
Netscape	A Web browser developed and distributed by the Netscape corporation.
Network	A hardware mechanism that allows computers to communicate with each other.
Protocol	Rules that two computers must follow in order to communicate.
Surfing the net	Slang for "using Internet services to browse for information."
Telnet	The Internet remote login service. A protocol that allows users to connect to computers at a remote site.
World -Wide Web	The most popular and fastest growing Internet service. Provides a user-friendly means of accessing information through hypermedia.
Web	Abbreviation for the World-Wide Web

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Work in the 21st Century: Implications for I/O Psychologists

Karen E. May
Human Resource Solutions

The world of work is changing before our very eyes. The structure of organizations is becoming flatter while jobs are defined more broadly and change frequently with changing business needs. The relationships between organizations and people are changing as well. Organizations expect their employees to have a flexible skill set and a desire (and ability) to learn. The nature of the employment contract is vastly different than that of earlier decades in terms of the average length of the relationship, employee expectations of employers, and the basis for continued employment. Advances in technology and global competition require new levels of technical sophistication from *all* employees. As the nature of work changes rapidly, the demographic profile of the workforce is also changing, to reflect more representation from ethnic minorities, women, and older people. These changes are being documented in the popular press as well as in our industry literature (note the recent Frontier Series release edited by Ann Howard, *The Changing Nature of Work*). I/O Psychologists have an investment in understanding the changes that are occurring and helping to shape the workplace, and work life, of the future.

Our field covers all areas of the world of work, from practical decisions about staffing organizations and managing people, to measurement issues related to high quality assessment and prediction, to theoretical issues related to the meaning of work for people and underlying work motivation, to social issues such as the balance between work and personal lives and fairness in employment decisions. Our progress in all of these domains will be affected by the changes occurring in the structure of jobs and organizations and in the nature of employment relationships.

One sentiment expressed by our membership is that we need to take a leadership role in anticipating, understanding, and responding to the changes that are occurring. To the extent that that sentiment is shared widely, our work should focus on helping organizations prepare for and respond to new organizational structures, new forms of jobs, and new expectations and requirements of workers.

The evolution of organizations and work has significant implications for both research and practice. In terms of research, the time is ripe for pursuing programs of research designed to meet the challenges of the new world of work. What forms will work take? How will jobs be designed? What are the skill requirements associated with these new forms of jobs? How can organizations motivate employees in an atmosphere of fear? What will a remote-office workplace do to employee loyalty and commitment? How can organizations identify and employ the entry-level talent needed while basic skill levels of new entrants in the workforce are declining?

In terms of practice, this is a time for I/O experts to provide guidance to organizations on how to maintain and increase performance effectiveness within new structures of organizations and work. We can help employers select the right people for new forms of jobs, set performance expectations that are linked to corporate strategy, evaluate and manage performance of employees and contractors working side-by-side, and develop monetary and non-monetary compensation systems that are flexible and perceived as fair.

To explore these issues and provide a forum for discussion around them, I will be writing a regular **TIP** column on work in the 21st century. Each column will be focused on a particular aspect of work (e.g., careers, selection and staffing, employment contracts). I will talk with I/O and HR practitioners who are developing approaches and methods to handle changes related to that aspect of work. I will also talk with people studying the topic to find out what questions are being explored and how our assumptions are being challenged. Through these conversations I hope to use the column to discuss the issues, raise questions, and describe the approaches being designed and utilized currently. In each issue I will indicate the topic for the next issue and request information and ideas related to that topic.

The first topic, to appear in the next issue of **TIP,** is selection and staffing. I will address questions related to changing skill requirements and organizational forms and the selection and staffing implications of those changes. For example, if the concept of the job changes as radically as some predict it will, how must our selection and placement processes change? What KSAs and other characteristics should we measure in order to predict success in the organizations of the future? How will we set selection requirements when we are selecting people into a "moving target?" If you are working on these issues in your organization and/or research, please let me know. The success of the column will depend largely on hearing from you. Call or write Karen May at Human Resource Solutions, 61-F Avenida de Orinda, Orinda, CA 94563, Phone (510) 253-0548 or Fax (510) 253-9432.

Vantage 2000: Rewarding Behaviors

Charmine E. J. Hartel
University of Queensland, Australia

Column Mission

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

Downsizing Strategies

Dr. Peter Moon, a Toronto based management consultant (Peter Moon & Associates), responded to my call for information on rewards and motivation for employees in downsizing situations. Here are some excerpts from his letter detailing some of the interesting strategies he has used to ensure efficiency and employee morale during downsizing.

"In the early 1970s, my former partner and I were engaged in "salvaging" unprofitable manufacturing companies. Some people call it re-engineering. The first company we tackled, a subsidiary of a major US company, was in turmoil. After many years of losses, the company sold it to the local management. The relationship between management and union was appalling. It was quite obvious that the company had to be cut down. With full cooperation from the union (this took a lot of effort), we reduced staffing from 140 to 85 while maintaining production levels. Group incentives helped, as did the elimination of foremen. We renamed them 'planners,' and made them responsible for supporting the newly-constituted work groups. We also changed the performance reviews.

"Once a month, each individual, or group of workers, together with a 'planner' (an ex-foreman), would agree on three or four objectives, aimed at improving operations, and record them. They reviewed progress every month, and agreed on new objectives for the following period. This rather crude system worked quite well.

"Over the past ten years, we have come up with 'data-based' performance reviews, which are totally in the hands of employees rather than management's." (See Guerrier, 1979 and Vanderstoop & Moon, 1993 for an example of a similar system).

Besides the creation of work groups and the new performance appraisal system, they also worked to improve worker efficiency by making better use of employees' time. The basic idea is that typical workdays do not provide exactly eight hours of work to each employee, rather, on any given day, some employees are overloaded and some are underloaded. Neither condition is efficient. A "load-leveling technique" requires underloaded employees to use their extra time "helping other employees, and performing duties apart from the regular job," such as "expanding their skills (and value to the company)". Each employee is expected to learn all jobs and duties, so that they can fill in other positions. Performance or salary reviews evaluate both "the extent to which employees have expanded their skills, by learning additional jobs, and how much they have supported fellow workers." Both of these activities are recorded on a daily basis, so that the evaluation will be objective. An interesting aspect of this cross-training program is that employees are required to "make a stand-up presentation in front of fellow employees, who judge whether or not she has mastered" the new job. Work coordinators make sure that such presentations are positive experiences by permitting them only when the employee is sufficiently prepared. This program has led to an increase in productivity of over 45 percent and allowed a halving of the size of the work force.

Rewarding Behaviors

Jennifer Barney wrote about her personal experiences with various rewards and incentives. Jennifer reminds us that the most personally important rewards may be those provided on a day-to-day basis by one's direct manager showing appreciation for accomplishing an especially tricky task or meeting a particularly tight deadline. "For example," she says, "I was in charge of my department while my supervisor was on vacation. Two projects came through that had to be completed before she returned. I made the deadlines and my supervisor came back to find that everything had been handled appropriately while she was away. I received a thank you note from her and our boss. I even had a "large cinnamon roll sitting on my desk when I returned from lunch!" She adds, "from my own observation, I don't think enough daily appreciation is given to individuals for a job well done. I think this needs to be done more often."

All workers benefit from reward, even those acquired from temporary agencies. Jennifer relates how one company she worked for did this. "While I worked as a temp for a car rental company, I was rewarded for my hard work although I was only a temp." Her "hard work and dedication" were recognized with "paper money." "When I had enough, I could order an item out of an employee catalog. "From roller blades and Tupperware containers to crystal candlestick holders—there was a lot from which to choose."

Jennifer also writes, "If you think about it, five years or more at one place of employment is a long time these days. Those long-time dedicated employees need to be constantly recognized, they know the company from cover to cover. At a non-profit organization where I was employed, service pins were used to recognize individuals for their years of service to the organization."

Kinder, Gentler Firings

Steve Sulkin passed along a clipping from the *Wall Street Journal* (October 24, 1994, p. B1) that admonishes employers to take care how they fire. Large legal suits have been won by employees charging their employers with harsh treatment. Firing behaviors that resulted in plaintiff awards included (1) having guards watch an employee pack and then inspect his belongings before allowing him to leave his office, (2) posting "security guards in plain clothes to prevent the destruction of files and computer equipment," (3) terminating 234 executives "on the same day" and telling them "they couldn't return to their offices." As one lawyer stated, "There's no reason for an employer to destroy a person in the process of firing them." Instead, say management attorneys, "deal politely with all employees being discharged but insist they leave the building as quickly as possible." If you're worried about sabotage, it seems there's not much reason to be. "Personnel experts insist instances of sabotage by discharged employees are rare. Sabotage usually involves salespeople and others with client lists or proprietary information that might be useful in the future."

The Cream Rises to the Top—When You Let It

A second *Wall Street Journal* clipping provided by Steve describes the successful use of hybrid lines or manufacturing "cells" (October 24, 1994, pp. A1, A4). "... First widely implemented in Japan and then adopted in the US, hybrid lines have emerged as a new industrial standard in the past decade. Output per worker on Sony's experimental line is 10% higher than on a conventional one because it frees efficient assemblers to churn out more product instead of limiting them to a conveyor belt's speed, ... it reduces handling time, ... and if something goes wrong, only a small section of the plant is affected." Consultant Hitoshi Yamada contrasts the craft system with conventional conveyor lines which he calls "a tool that conforms to the person with the least ability." Of course assembly lines won't disappear, they are "ruthlessly efficient at making uniform, high-volume goods."

It's important to consider the fit of a hybrid line to the organizational product. Especially since "reconfiguring a plant takes time and money" and "the workers who run such lines ... require more training" than those on traditional conveyor lines. However, when appropriate, the advantages are considerable: "people pace the work, if there's a problem with output, ... it's not with a slow process but with a person," slow workers can be identified and assembly time reduced, which speeds up an organization's ability to respond to market changes.

Highlights from "Opportunity 2000"

Melissa Berry shares her notes from the US Department of Labor's study "Opportunity 2000" (Hopkins & Johnston, 1988):

1) Worker shortage
   a. Between the years 1987 and 2000, the number of workers aged 16-24 will decrease by almost 2 million (or 8%) (p. 4).
   b. The US population is growing more slowly now (about 1% increase per year in 1980's and about .75% increase per year in 1990's) than at any other time in American history with the exception of the Great Depression (also .75% increase per year) (p. 5).
   c. Between 1980 and 2000, the American labor force is predicted to increase by only 32%. Between 1960 and 1980, the labor force rose 53% (p. 5).
   d. Two thirds of Workforce 2000 workers are already in today's work force (p. 5).
   e. All of the persons who will be working in the year 2000 have already been born (p. 5).
2) Aging Work Force
   a. The median worker age in the US will increase from 36 years old (in 1987) to 39 years old (p. 5).
   b. Between the years of 1987 and 2000, workers between the age of 35 and 54 will increase by 25 million (p. 5).
3) Female workers
   a. Although white males were once the majority group in the work force, they will only make up 15% of the net additions to the labor pool between 1985 and 2000 (p. 7).
   b. By 2000, forty-seven percent of the labor pool will be female (p. 7).
   c. By 2000, sixty-one percent of all American women will be employed (p. 7).
   d. More than half of working mothers are full-time employees. According to a Gallup poll, only 13% of these working mothers wanted to work full time/regular hours, 60% wanted part-time, at-home-jobs, or flexible work schedules, and 16% did not want to work at all (p. 15).
   e. Less than 2% of Fortune 500 officers are women (p. 20). A 1987 University of Michigan survey found that 97% of new company executives were men and that the percentage of female vice presidents was on the decline (p. 20).

   f. The *Wall Street Journal* reported in 1984 that 52% of female executives did not have children. Only 7% of male executives did not have children (p. 21).
4) Minority workers
   a. Within a few years, almost one third of new workers will be minority members (twice the number of 1987) (p. 8).
   b. Black women will outnumber black men in the work force (p. 9).
   c. Black females are getting a higher education than are black males. For example, 60 percent of black MBAs in the US are estimated to be female (p. 9).
5) Service sector
   a. In 2000, manufacturing will be less than 20% of the GNP (p. 12).
   b. All net new jobs will be in the service industry (p. 12).
6) Higher skills
   a. Most new jobs will require post-secondary training (p. 14).
   b. Lower-skilled workers (e.g., janitors, clerks, cooks, etc.) will need verbal, reading, and math skills (p. 14).
   c. For example, assembly line workers are using statistical process control which requires a strong grasp of mathematics (p. 14).

Conference on Occupational Stress and Health

The Third Interdisciplinary Conference on Occupational Stress & Health will have been held by publication date (September 13-16). The theme is "Work, stress, and health '95: Creating healthier workplaces." The conference identifies many of today's cutting-edge issues in occupational stress research and prevention. The four major conference themes along with some of the corresponding topics are:

1. Stress, health, and the changing nature of work and organizations. Topics include the effects of downsizing on the family and organization, work-family interface, labor and management partnership, new technologies, changing patterns of communication, human resource policies and practices, TQM, employee involvement/team work, and training and career development.
2. Social and environmental equity in the workplace. Topics include contingent work force/part-time work, diversity and the changing work force, women, immigrants, ethnic minorities, gay men and lesbians, older workers, persons with disabilities, training and education, changes in and lack of benefits, lifestyle and privacy issues, drug testing, health record data, banking, confidentiality and access.
3. Workplace violence. Topics include individual and non-workplace risk factors; organizational and workplace causes; high risk occupations and/or settings; forms of workplace violence; effects of workplace violence on workers/ex-workers, families, and organizations; prevention practices and

policies; post-incident response; model prevention/intervention programs; and role of EAPs.

4. Health effects, policy, prevention, and intervention. Topics include workers' compensation; Americans with Disabilities Act; corporate health care policy; litigation; individual, organizational, and governmental prevention and intervention strategies; and physical and psychological health effects of job stress.

Please refer all requests for additional information to:

Lynn A. Letourneau	Phone: 202-336-6124
Occupational Health Conference	Fax: 202-336-6117
American Psychological Association	Internet: LAL.APA@email.apa.org
750 First Street, NE	
Washington, DC 20002-4242	

Conference attendees please share with me highlights from the conference.

Diversity Curriculum Guide Soon Available

Those of you interested in new aids relating to diversity courses will be happy to hear that the AACSB will be soon releasing a curriculum guide for diversity. If you're interested in acquiring a copy, contact Jack Nesbitt at (314) 872-8499.

Want to Become INTERNET Savvy? Then Read This.

Regina Bento writes: "Have you heard of Gibbs and Smith's book, *Navigating the Internet?* It is an excellent source of information and VERY readable. It gives you an understanding of what is the INTERNET, its incredible growth (one thousand new computers joining it each day!), its current and possible uses. The book covers six main areas: using electronic mail, transferring files between computers (FTP), running programs in other computers (Telnet), searching for files and databases (Archie, WAIS, Gopher), identifying and joining discussion and news groups (USENET), or just having fun (playing games, joining simulations of political events, or conversations in other languages, and so on)."

Call for Contributions for Upcoming Columns

Among other suggestions or experiences you have to share I'd appreciate contributions on the following topics: (1) How is information technology being used to aid HR practices in organizations?, (2) How are HR professionals assessing teamwork?, (3) How have HR practices changed in response to diversity issues (e.g., disabled workers, older workers, gay workers)?, (4) What nontraditional approaches are emerging and how effective are they (e.g., on-line assessment)?, (5) What HR activities are expanding and receding?, (6) How has globalization affected the role of HR professionals?, (7) What advice are organizations most frequently requesting from

consultants?, (8) How are your assessment and training practices changing?, and (9) How are you training managers to think globally?

It's clear that a lot of you are doing some neat and interesting things. Write me and tell me the most innovative thing your company is doing. Tell me about your company's best practices. And write me about your organization's most pressing challenges. Consultants, send me your success stories. I look forward to sharing your news. And send me a short profile of your organization or academic department relevant to the Vantage 2000 mission. Please send any information on these and the issues raised 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@gsm.uq.oz.au.

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SIOP Customer Survey Results: II

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CEWC Member/Personnel Decisions, Inc.

Sally Hartmann
CEWC Chair/Sears, Roebuck and Co.

Customer focus is the cornerstone of success in business and industry. Satisfied customers fuel success and growth. In the same spirit, the SIOP Continuing Education and Workshop Committee (CEWC) is committed to listening to our customers (i.e., SIOP members) and identifying and meeting or exceeding their needs with respect to continuing education offerings. Our first customer survey was conducted in 1994 and was used to plan the 1995 workshop program in Orlando (Schippmann, Higgs & Matthews, 1995). The results of the second customer survey were used this past May to guide the development of the workshop program that will be offered in San Diego in 1996. While the CEWC has found these data useful in designing a customer-focused workshop program, we feel the results have value well beyond the scope of our committee. It is the results of the second customer survey that are being reported here.

The Customer Survey Questionnaire

The first step in developing a customer orientation is to identify and *understand* your customer base. So in order to specify the structure and content of the customer survey questionnaire, we felt it was important to have a thorough understanding of the various aspects of the target "job. " As described in more detail in the article reporting the results of the first survey (Schippmann, Higgs, & Matthews, 1995), the structure and definition of the content domain represented in the questionnaire were derived from several sources, including the job analysis results of the I/O psychologist's "job " (Prien, 1981; Schippmann, Hawthorne, & Schmitt, 1992; Schmitt, 1981). The resulting questionnaire had four sections. The first of these sections focused on the content domain at a very global level and was broken down into five General Content Functions: Industrial, Organizational, Methodological, Human Resource Management, and Other (e.g., consulting practice and teaching issues). In the second section, these five General Content Functions were further defined in terms of 37 Specific Content Functions. As one example, the Industrial category from the General Content Function was broken down into eight Specific Content Areas, including Legal Issues, Job Analysis, Job Design, and five others. The Organizational General Content Area was broken down into nine Specific Content Functions, and so on.

The third section of the questionnaire listed Specific Workshop Topics for each of the 37 Specific Content Functions listed in section two of the questionnaire. Thus, each specific area of I/O psychology identified in section two had a corresponding suggested workshop topic for respondents to evaluate. For example, item number one in the Specific Content Function was "Legal Issues, " and item number one in the Specific Workshop Topic section was "EEO and ADA update: Current issues and trends. " In all, there were 37 potential topics listed in this section of the questionnaire. For each of the first three sections of the questionnaire (i.e., General Content Functions, Specific Content Functions, and Specific Workshop Topics), respondents were asked to indicate their degree of interest in the function or topic using a five-point rating scale (1 = "Not Interested " to 5 = "Extremely Interested "). The fourth section of the questionnaire requested work setting and previous workshop participation information. These were either yes/no or open-ended (write-in) questions.

Subjects

Surveys were sent to all registrants for the 1995 workshops (n=425) and to a random sample of the SIOP general membership (excluding individuals who had signed up for a workshop, n=470). A breakdown of the number of useable questionnaires returned by sample group, along with work setting data, appears in Table 1.

TABLE 1
SAMPLING PLAN AND SURVEY RETURN RATE

Sample Group	Surveys Out	Surveys Returned	College or Univ.	Non-Profit	Public Sector Business	Private Sector Business	Consulting	Other/ Non-Specified
Workshop Participants	425	105 (25%)	10 (10%)	2 (2%)	15 (14%)	47 (45%)	31 (30%)	0 (0%)
General Membership	500	103 (21%)	39 (38%)	7 (7%)	18 (18%)	15 (15%)	22 (21%)	2 (2%)
TOTAL	925	208 (23%)	49 (23.6%)	9 (4.3%)	33 (15.9%)	62 (29.8%)	53 (25.5%)	2 (1.0%)

Results and Discussion

Once a service provider (such as the CEWC) has a clear understanding of what is important to its customer base, then determining clear strategies for implementing a strong customer focus becomes possible. The broadest determination of importance came from the first section of the questionnaire which captured ratings for the General Content Areas. These results are broken down by respondent group and area of employment and are presented in Table 2. Organizational topics generated the greatest amount of interest overall across most of the subgroups, with hard core Industrial topics a close

second. Interest in Methodological issues or Other (consulting and practice) issues did not generate the same degree of interest.

TABLE 2
GENERAL CONTENT AREA RATINGS

	Overall N= 208	Workshop Participants n = 105	General Membership n = 103
GENERAL CONTENT AREAS			
1. Industrial	3.99 (2)	4.07 (2)	3.91 (2)
2. Organizational	4.12 (1)	4.15 (1)	4.10 (1)
3. Methodological	3.39 (4)	3.21 (5)	3.58 (4)
4. Human Resource Management	3.81 (3)	3.84 (3)	3.79 (3)
5. Other (e.g., consulting practice issues, teaching I/O, ethics)	3.25 (5)	3.29 (4)	3.21 (5)

	University Four-Year College n = 49	Non Profit n = 9	Public Sector Business n = 33	Private Sector Business n = 62	Consulting n = 53
GENERAL CONTENT AREAS					
1. Industrial	3.79 (4)	4.56 (1)	4.32 (1)	3.88 (2)	3.98 (2)
2. Organizational	4.08 (1)	3.67 (3)	4.19 (2)	4.17 (1)	4.16 (1)
3. Methodological	3.94 (3)	4.11 (2)	3.68 (4)	3.00 (5)	3.02 (5)
4. Human Resource Management	4.00 (2)	3.33 (4)	4.00 (3)	3.80 (3)	3.63 (3)
5. Other (e.g., consulting practice issues, teaching I/O, ethics)	3.43 (5)	3.00 (5)	2.82 (5)	3.04 (4)	3.61 (4)

Tables 3 and 4 present the key findings of the survey in greater detail. Starting with Table 3, this table contains the information from the second section of the questionnaire and presents the mean interest ratings for each Specific Content Function for the overall group of respondents and the workshop participant and general membership subgroups. The rank order of each Specific Content Function, based on the mean interest ratings for the various subgroups, is presented in parentheses. For example, workshop participants rated "Selection/Testing Tools and Approaches " as the area of greatest interest, while the general membership indicated that "Organizational Change " and "Applied Research Methodology " were the top-rated content areas. Table 4 also presents the mean rating data for each Specific Content Function (i.e., Section 2 of the questionnaire), but in this case, the data is broken down into subgroups representing different areas of employment for the respondents.

TABLE 3
RESULTS OF CUSTOMER SURVEY

	Overall n = 208	Workshop Participants n = 105	General Membership n = 103
SPECIFIC CONTENT AREAS			
Industrial			
1. Legal Issues	3.60 (10)	3.72 (6)	3.49 (13)
2. Job Analysis	2.89 (31)	2.88 (30)	2.90 (31)
3. Job Design	3.00 (28)	3.00 (26)	2.99 (28)
4. Performance Appraisal	3.50 (14)	3.58 (11)	3.41 (15)
5. Job Performance/The Criterion	3.68 (7)	3.70 (8)	3.66 (7)
6. Selection/Testing Tools and Approaches	3.95 (1)	4.08 (1)	3.82 (3)
7. Selection/Validation Issues	3.82 (3)	3.92 (3)	3.71 (5)
8. Test Construction	3.33 (17)	3.31 (18)	3.34 (17)
Organizational			
9. Culture/Climate	3.60 (10)	3.56 (12)	3.63 (8)
10. Decision Making	3.06 (26)	2.94 (27)	3.19 (21)
11. Intergroup/Communications (conflict negotiation)	3.10 (25)	3.03 (24)	3.17 (22)
12. Attitude Measurement	3.56 (12)	3.55 (13)	3.56 (12)
13. Leadership	3.74 (5)	3.87 (4)	3.60 (9)
14. Motivation	3.53 (13)	3.48 (14)	3.58 (11)
15. Organizational Change	3.90 (2)	3.94 (2)	3.86 (1)
16. Training/Development	3.34 (16)	3.30 (19)	3.39 (16)
17. Work Groups/Teams	3.77 (4)	3.71 (7)	3.82 (3)
Methodological			
18. Applied Research Methodology	3.62 (9)	3.39 (16)	3.86 (1)
19. Qualitative Research Methods	3.12 (24)	2.91 (28)	3.32 (18)
20. Statistical Techniques	3.17 (22)	2.88 (30)	3.48 (14)
Human Resource Management			
21. Absenteeism/Turnover	2.65 (36)	2.63 (36)	2.66 (36)
22. Current Topics/Issues (e.g., I/O and work and family issues)	3.18 (21)	3.20 (21)	3.15 (24)
23. Downsizing/Outplacement Issues	3.22 (19)	3.29 (20)	3.16 (23)
24. Employee Surveys	3.50 (14)	3.68 (10)	3.31 (19)
25. Gender/Ethnic/Diversity Issues	3.13 (23)	3.07 (22)	3.20 (20)
26. Impact/Payoff of HR Practices	3.65 (8)	3.69 (9)	3.60 (9)
27. International I/O/HR Management	2.92 (29)	2.78 (34)	3.07 (26)
28. Reward Systems/Compensation	3.02 (27)	3.05 (23)	2.99 (28)
29. Stress in the Workplace	2.81 (34)	2.82 (33)	2.81 (33)
30. Succession Planning/Career Management	3.25 (18)	3.44 (15)	3.06 (27)
31. Total Quality Initiatives	2.88 (32)	3.01 (25)	2.75 (35)
32. Work and Family Issues	2.79 (35)	2.75 (35)	2.82 (32)
Other			
33. Consulting Practices/Issues	3.22 (19)	3.33 (17)	3.11 (25)
34. Ethics	2.90 (30)	2.87 (32)	2.93 (30)
35. I/O Career Development	2.85 (33)	2.89 (29)	2.80 (34)
36. I/O Issues for Academicians	2.04 (37)	1.71 (37)	2.39 (37)
37. New Technology/Tools	3.72 (6)	3.75 (5)	3.69 (6)

TABLE 4
RESULTS OF CUSTOMER SURVEY
BROKEN DOWN BY AREA OF EMPLOYMENT

	University Four-Year College n = 49	Non Profit n = 9	Public Sector Business n = 33	Private Sector Business n = 62	Consulting n = 53
SPECIFIC CONTENT AREAS					
Industrial					
1. Legal Issues	3.61 (8)	3.56 (12)	4.00 (6)	3.48 (12)	3.51 (13)
2. Job Analysis	2.69 (36)	3.22 (18)	3.31 (22)	2.75 (32)	2.91 (28)
3. Job Design	2.73 (35)	3.11 (23)	3.34 (20)	3.17 (19)	2.85 (30)
4. Performance Appraisal	3.43 (19)	3.56 (12)	3.75 (9)	3.53 (11)	3.32 (17)
5. Job Performance/The Criterion	3.61 (8)	4.22 (5)	3.94 (7)	3.55 (10)	3.63 (9)
6. Selection/Testing Tools and Approaches	3.86 (4)	4.44 (1)	4.16 (2)	3.77 (3)	4.06 (1)
7. Selection/Validation Issues	3.79 (5)	4.44 (1)	4.16 (2)	3.61 (7)	3.79 (4)
8. Test Construction	3.46 (17)	4.33 (4)	3.66 (14)	3.18 (17)	3.00 (25)
Organizational					
9. Culture/Climate	3.67 (7)	2.89 (29)	3.53 (17)	3.73 (5)	3.56 (10)
10. Decision Making	3.06 (27)	3.33 (17)	3.06 (28)	3.07 (23)	3.02 (24)
11. Intergroup/Communications (conflict/ negotiation)	3.08 (26)	3.11 (23)	2.81 (31)	3.13 (20)	3.27 (19)
12. Attitude Measurement	3.58 (12)	3.22 (18)	3.75 (9)	3.48 (12)	3.56 (10)
13. Leadership	3.50 (14)	3.89 (8)	3.84 (8)	3.87 (2)	3.73 (6)
14. Motivation	3.53 (13)	3.56 (12)	3.69 (11)	3.46 (15)	3.54 (12)
15. Organizational Change	3.49 (15)	3.56 (12)	4.19 (1)	4.13 (1)	3.94 (2)
16. Training	3.60 (10)	3.44 (16)	3.32 (21)	3.07 (23)	3.45 (15)
17. Work Groups/Teams	4.00 (2)	3.89 (8)	3.50 (18)	3.70 (6)	3.79 (4)
Methodological					
18. Applied Research Methodology	4.06 (1)	4.44 (1)	4.13 (4)	3.18 (17)	3.28 (18)
19. Qualitative Research Methods	3.59(10)	3.44 (16)	3.32 (21)	3.07 (23)	3.45 (15)
20. Statistical Techniques	3.71 (6)	4.22 (5)	3.66 (14)	2.74 (33)	2.68 (35)
Human Resource Management					
21. Absenteeism/Turnover	2.69 (36)	2.78 (31)	2.84 (30)	2.41 (36)	2.70 (34)
22. Current Topics/Issues (e.g., I/O and work and family issues)	3.46 (17)	3.00 (26)	3.13 (26)	3.03 (26)	3.11 (21)
23. Downsizing/Outplacement Issues	3.00 (29)	3.22 (18)	3.56 (16)	3.25 (16)	3.21 (20)
24. Employee Surveys	3.12 (25)	3.11 (23)	3.69 (11)	3.74 (4)	3.49 (14)
25. Gender/Ethnic/Diversity Issues	3.27 (21)	3.22 (23)	3.16 (23)	3.13 (20)	2.91 (28)
26. Impact/Payoff of HR Practices	3.48 (16)	3.22 (18)	4.09 (5)	3.59 (9)	3.64 (8)
27. International I/O/HR Management	3.06 (27)	3.00 (26)	2.72 (33)	2.87 (28)	2.98 (26)
28. Reward Systems/Compensation	2.83 (32)	3.00 (26)	3.16 (23)	3.08 (22)	3.04 (22)
29. Stress in the Workplace	2.79 (33)	2.56 (35)	2.87 (29)	2.79 (29)	2.85 (30)
30. Succession Planning/ Career Management	2.79 (33)	3.67 (10)	3.16 (23)	3.47 (14)	3.40 (16)
31. Total Quality Initiatives	2.85 (31)	2.67 (32)	3.13 (26)	2.77 (30)	2.92 (27)
32. Work and Family Issues	3.25 (22)	2.67 (32)	2.66 (34)	2.74 (33)	2.51 (36)
Other					
33. Consulting Practices/Issues	3.17 (24)	2.67 (32)	2.78 (32)	3.05 (25)	3.87 (3)
34. Ethics	3.21 (23)	2.44 (36)	2.61 (35)	2.77 (30)	3.04 (22)
35. I/O Career Development	2.96 (30)	2.89 (29)	2.61 (35)	2.98 (27)	2.77 (33)
36. I/O Issues for Academicians	3.37 (20)	2.11 (37)	1.62 (37)	1.52 (37)	1.70 (37)
37. New Technology/Tools	3.92 (3)	4.11 (7)	3.69 (11)	3.61 (7)	3.68 (7)

The data in Tables 3 and 4 are particularly useful because this is where variations in *who* is interested in *what* really starts to emerge. For example, one of the reasons we sent the survey to a sample of the SIOP Membership, in addition to workshop participants, is because we are looking for ways to attract new members to the workshops. What we found is that those who are not coming to the workshops clearly have more interest in the "Applied Research Methodology " and "Statistical Techniques " topics. This kind of information was valuable for guiding modifications in the program offerings.

Similarly, with reference to the data in Table 4, which allows for comparisons across areas of employment, it tells us that the needs and interests of folks in the public sector are quite different from those in private sector business and consulting, and these groups are even more distinct from the stated needs of respondents in university and college settings.

It should be noted that the interests of the membership has remained fairly consistent from 1994 to 1995; "Selection/Testing Tools and Approaches," "Organizational Change," "Selection/ Validation Issues," "Work Groups/Teams," and "Leadership" all remain the highest rated Specific Content Areas. "Legal Issues" was one of the areas that gained in interest over the 1994 results, while interest in topics such as "Motivation" dropped out of the "Top Ten."

While the data for the Specific Workshop Topics (i.e., Section 3 of the questionnaire) were also interesting, they might have less value to those outside the CEWC. For this reason, they are not reported here.

Similarly, the results from the fourth and final section of the questionnaire, which included open-ended questions, might be useful to the CEWC for planning purposes, but are less relevant to **TIP** readers. However, anyone interested in obtaining a comprehensive copy of the results may do so by writing either Jeff or Sally.

Further, SIOP members, who have questions about the customer survey results or who have suggestions for improving the survey process are encouraged to write Jeff Schippmann at Personnel Decisions, Inc., 480 Williams Tower, 5215 North O'Connor Blvd., Irving, TX 75039.

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APA Council of Representatives Report

James L. Farr

The APA Council of Representatives met on August 10 and 13 in conjunction with the annual APA convention, held this year in New York City. SIOP Council representatives Jim Farr, Irv Goldstein, and Rich Klimoski attended the Council meetings which had a relatively light agenda. However, there were several items of interest to SIOP and its members.

After several years of development and many iterations following comments from APA governance groups and Divisions (including SIOP), Council finally passed a set of amendments to the APA Bylaws and Association Rules related to APA and Division relationships, including such issues as incorporation; ownership of assets; affiliations with other organizations; the development and promulgation of guidelines and standards; etc. The development of these amendments was a balancing act between protecting the legal or financial risks to APA and assuring as much autonomy to the various Divisions as feasible. The final version does a good job of achieving this balance, but there are a few points that will require SIOP (and all other APA Divisions) to modify some of the ways we've carried out our activities. The most controversial point relates to a requirement that any guidelines or standards developed by a Division within its area of expertise must go through a review and public comments process to insure that they pose no undue legal or financial threat to APA, other Divisions, or APA members. This will undoubtedly add time to the development of any such guidelines by SIOP. However, the process does insure that SIOP and its members will have the opportunity to comment on any standards or guidelines that any other APA Division is developing. With the increasing professional activities of health care providers in organizational settings, this may be an important safeguard for SIOP to have in the future.

A matter of importance to SIOP and its members will also soon be subject to a vote by APA members. Following a delay to get a legal ruling, all APA members will soon (probably around November 1) receive another Bylaws amendment ballot concerned with changing voting procedures on Council. For the past several years there has been pressure from state psychological associations for every Division and state psychological association to be given a minimum of 1 seat (and its associated vote) on APA Council, regardless of the percentage of allocation votes these entities receive in the annual "10 vote allocation" voting by APA members. It is true that some Divisions and state associations currently have no voting representative on Council because they fail to receive sufficient allocation votes. While on the surface it appears that everyone ought to have voting representation on Council for reasons of equity, the functional outcome of this would be that health care providers, who dominate the state associations, would have an even greater majority on Council than they currently enjoy. It would also increase the size of Council, adding expense and cumbersomeness to Council meetings (and these abound already!). An alternative to the "1 vote for every Division and state association" position was passed by Council in February 1994 despite opposition from most science- and scientist/practitioner- oriented Divisions, including SIOP. This procedure was labeled "proportional voting" and involves the use of electronic voting procedures at Council meetings to weight the "yes" and "no" votes of a Division's or state association's representatives by the actual percentage of allocation votes that it received in the annual member "10 vote allocation" balloting. Every Division and Association would have at least one voting representative on Council (and more if it received sufficient allocation votes), but each representative's vote would be worth a different value! In theory, then, a minority of representatives could have a majority of the weighted votes and pass legislation. To put it mildly, your SIOP representatives believe this to be a bad change from the current procedures and urge you to vote against this proposed Bylaws change when you get your ballot. It is likely that this ballot will be sent from APA in a mailing with other materials so look out for it and don't throw it away. Your vote is critical.

Also critical is your vote on the allocation ballot. Give SIOP/Division 14 all of your 10 votes. We lost a Council seat a year ago and narrowly failed to regain it this year. Only about 60% of SIOP's APA members usually vote in the Council allocation balloting. If more of you vote this year and others continue to give us your 10 votes, then we can regain our lost seat and keep a loud voice on Council. APA is engaged in a number of activities of extreme importance to SIOP's members and Council is one of the best ways to influence those activities. These activities include revision of the Standards for Educational and Psychological Testing, revision of the Ethical Principles of Psychologists, and the special science initiative. Please contact any of your Council representatives if you have concerns or want to learn more about APA activities.

SCIENTIFIC AFFAIRS COMMITTEE

Jim Breaugh

This year, the Scientific Affairs Committee has been given the important task of addressing three issues with regard to the topic of affirmative action. Specifically, the Scientific Affairs Committee has been asked to: (a) evaluate research on affirmative action in order to determine what we know about the effects of affirmative action programs and in order to make recommendations for future research studies, (b) examine current legislation, court rulings, and pending legislation related to affirmative action, (c) investigate organizations' experiences with affirmative action programs. Currently, three subcommittees are being formed to address these topics. Ultimately, each subcommittee will summarize their findings in a report to be made available to SIOP members.

The Scientific Affairs Committee is interested in receiving input from SIOP members (e.g., copies of studies you have completed) on each of these topics. At the moment, the committee is particularly interested in receiving information concerning organizations' experiences with affirmative action. We ask that SIOP members who have knowledge of organizations' affirmative action practices (e.g., through their jobs or consulting) share such information with the Scientific Affairs Committee. We are particularly interested in whether organizations have changed their approaches to affirmative action in recent years as a result of recent legislation, court rulings, etc.

Although the Scientific Affairs Committee will be gathering data in a more systematic fashion in the future, given time constraints, we ask that SIOP members with information concerning organizational practices share their knowledge with us informally at this time. In order to provide input to the Scientific Affairs Committee on organizational practices, contact Jim Breaugh (phone: 314-516-6287, fax: 314-516-6420, e-mail: SJABREA@UMSLVMA.UMSL.EDU, mail: 218 Computer Center Building, U. of Missouri-St. Louis, St. Louis, MO 63121). The committee isn't looking for anything formal. Simply jot down a note that conveys your impressions. In the future, a committee member will likely contact you to gather additional information.

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Legal/Regulatory Scan, August '95
SIOP Professional Affairs Committee

James C. Sharf, Ph.D.
HRStrategies, Washington Office

American Bar Association Endorses Affirmative Action

The policy-making body of the ABA voted in August to "endorse legal remedies and voluntary actions that take into account as a factor race, national origin, or gender to eliminate or prevent discrimination." Dropped from an earlier version was the phrase "or otherwise serve a compelling societal interest" which would have allowed considerations of diversity to be a justification.

The first woman ABA president in 117 years, Roberta Ramo, defended the ABA's position, stating that "Affirmative action is about recognizing that we have had in this country a history of racism and sexism that is not going to be overcome just by wishing it away" (*Wall Street Journal*, 8/10/95, B-7).

Addressing the ABA, the director counsel of the NAACP Legal Defense and Education Fund, Elaine Jones, challenged the premise that enforcement of existing anti-bias laws without affirmative action would be sufficient, citing her agreement with former Supreme Court Justice Harry Blackmun's position that to get beyond race, we must take race into account.

Assistant Attorney General for Civil Rights, Deval Patrick, stated that he is skeptical that declaring ourselves "colorblind" in law will make our society "colorblind" in fact and that supporters of affirmative action are suspicious that "colorblindness" is just a high-sounding concept intended to block progress toward equal opportunity.

Addressing the same meeting, the head of the Labor Department's Office of Federal Contract Compliance Programs, Shirley Wilshire, stated that what OFCCP is finding is that where there is less affirmative action, "we're finding more discrimination." According to Wilshire, affirmative action is a "preventive measure. . .before we come to call" (*Daily Labor Report*, 8/8/95, 1552, CC-1,3).

Judiciary "Suspicious" of Affirmative Action?

"With Sen. Robert Dole's sweeping proposal to end federal racial preference programs, Gov. Pete Wilson's sharp assaults in California and President Clinton's fervent defense, the full-scale political war over affirmative action has begun in earnest." Can affirmative action's supporters stop a rollback?

The answer is almost surely no — not because opposing political forces are necessarily unstoppable, but because there is another player in the picture: the judiciary. With their power to interpret what the Constitution means, the courts now seem poised to restrict affirmative action regardless of what the politicians do. The President has acknowledged that the Supreme Court's recent decision in *Adarand v. Pena* sets 'new' and 'tougher' constitutional standards for federal affirmative action programs. But those constitutional standards are likely to prove more demanding than the four generally phrased restrictions on affirmative action that the President has already announced: no rigid quotas, no preferences for unqualified people, no reverse discrimination, and no affirmative action longer than appropriate. . .

Adarand newly interprets the Constitution to bar any race-based policies by the government that aren't 'narrowly tailored to meet a compelling objective.' Beyond legal formulas, this case and others reveal a basic attitude of suspiciousness toward such policies." (Gewirtz, P. "Affirmative action: Don't forget the courts," *Wall Street Journal*, 8/2/95, A11).

White House Reviews & Vows Support for Affirmative Action

Reaffirming his support for affirmative action, President Clinton July 19 released an internal White House study of federal preferential programs and stated: "We should reaffirm the principle of affirmative action and fix the practices. . . mend it, but don't end it." "Where inclusion and antidiscrimination cannot be achieved without specific reliance on group membership. . .the Federal Government will continue to support lawful consideration of race, ethnicity and gender under programs that are flexible, realistic, subject to reevaluation, and fair." (*Daily Labor Report*, 7/20/95, *139*, AA1-4).

Assistant Attorney General for Civil Rights, Deval Patrick, was grilled by a House oversight committee July 20 following the President's endorsement of affirmative action. Patrick acknowledged that some federal affirmative action plans would not meet the stricter standards set in the Supreme Court's *Adarand* decision. But despite persistent questioning from Republican legislators, Patrick declined to identify which ones may fall (*Daily Labor Report*, 7/21/95, *140*, AA-1).

The White House review of affirmative action programs issued in June gave high marks to the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP), calling it "valuable, effective, and fair" and recommending only minor changes. Not all democrats are on the same page, however.

The president of the Progressive Policy Institute (PPI), an arm of the Democratic Leadership Council (DLC) chaired by Clinton '90-91 as governor of Arkansas) has called upon the Clinton administration to phase out government-imposed preference programs, including OFCCP's E.O. 11246 requiring federal contractors to have affirmative action plans: '(G)overnment

guidelines push employers to hire by the numbers to avoid the inference of discrimination,' according to the PPI's report.

Sen. Joe Lieberman (D-Conn), current DLC chairman, endorsed the Progressive Policy Institute's position saying that 'we've gone from goals to quotas.' PPI suggests that Congress direct EEOC to avoid actions that compel companies to adopt race or gender proportions to avoid 'official harassment' such as statistical definitions 'to fix the supposedly 'exact' percentages of qualified women and minorities available to employers in a given location.' (*Daily Labor Report*, 8/4/95, *150*, A-3,4).

Legislation Proposed to End Federal Preferential Programs

On July 27, Senate Majority Bob Dole (R-Kan) and Rep. Charles Canady (R-Fla) introduced comprehensive legislation, the Equal Opportunity Act of 1995, that would eliminate all federal preference programs. Section 2 of their bill, "Prohibition Against Discrimination and Preferential Treatment" reads as follows:

Notwithstanding any other provision of law, neither the Federal Government nor any officer, employee, or department or agency of the Federal Government

1) may intentionally discriminate against, or may grant a preference to, any individual or group based in whole or in part on race, color, national origin, or sex, in connection with:
   - A) a Federal contract or subcontract;
   - B) Federal employment, or
   - C) any other federally conducted program or activity;
2) may require or encourage any federal contractor or subcontractor to intentionally discriminate against, or grant a preference to, any individual or group based in whole or in part on race, color, national origin, or sex; or
3) may enter into a consent decree that requires, authorized, or permits any activity prohibited by paragraph (1) or (2). Sec. 8. Definitions: (2) "The term 'grant a preference' means use of any preferential treatment and includes but is not limited to any use of a quota, set-aside, numerical goal, timetable, or other numerical objective" (*Daily Labor Report*, 7/27/95, *144*, E-1,2).

Results of Attitude Survey Conducted By The SIOP Task Force on Ethnic Minority Participation

Lorriann Roberson
Arizona State

Background

This spring, the SIOP Task Force on Ethnic Minority Participation surveyed ethnic/minority members of SIOP to assess satisfaction with the organization and to identify important areas for the Task Force to address in the future. The survey was sent to 106 people, with the mailing list composed of those identifying themselves as minority on SIOP's last membership survey, Task Force members, and those attending Task Force panel discussions during the last two conferences. Eleven surveys were returned due to address changes (10%). Forty-five surveys were eventually returned, for a response rate of 47%.

Demographics

The sample contained 36 full SIOP members (80%) and nine student members (20%). Fifty-six percent were male, and 44 percent female. Sixteen respondents (36%) reported an academic affiliation, 11 (24%) were employed at consulting firms, six (13%) in industry and four (9%) in government positions. In terms of ethnic breakdown, 11 (24%) identified themselves as African American; nine (20%) as Asian American, two (4%) as Native American, 20 (44%) as Latin/Hispanic, and five (7%) as European American.

Survey Results

The survey had three main sections. The first asked about current involvement in SIOP. The second asked for ratings of importance and satisfaction with reasons for SIOP affiliation and conference attendance. The third section asked for ratings of importance for areas of future involvement for the task force.

1. Level of involvement.

In general, respondents reported a low level of involvement with SIOP. This was indicated in several ways. First, one item used a 5-point scale to assess perceived involvement with the organization, where 1=very involved and 5=very little involvement. The mean response on this item was 3.9, indicating little involvement. Respondents were also asked to list the last three SIOP committees on which they had served. Sixty-four percent of the sample reported no committee involvement at all. Thirty-six percent reported serving on one committee, 18% reported serving on two committees and nine percent reported serving on three committees. When naming committees, the Program committee was mentioned most often, by 20% of respondents. Other committees mentioned were: Committee on Committees, Continuing Education, External Affairs, Membership, Professional Affairs, Scientific Affairs, and the Task Force on Ethnic Minority Participation.

2. Reasons for Affiliation with SIOP.

The second section of the survey presented a list of 15 possible reasons for affiliation with SIOP and asked respondents to indicate the importance of each reason for their affiliation and also their level of satisfaction with each outcome. Both importance and satisfaction were assessed with 5-point scales (1 = not at all important, 5 = very important; 1 = very dissatisfied, 5 = very satisfied). The results are shown in Table 1. As shown, "share research," "keep abreast of work in my area," "develop contacts with others who have similar interests," and "develop business contacts" receive the highest importance ratings. Reasons for affiliation with lowest importance for respondents were "share teaching activities," "develop teaching skills" and "learn life management strategies."

Table 1
Importance and Satisfaction with Reasons for SIOP Affiliation

Reason	Importance x	Importance (SD)	Satisfaction x	Satisfaction (SD)
1. Share research	3.89	(1.15)	3.51	(1.00)
2. Keep abreast of work in my area	4.53	(.81)	3.45	(1.17)
3. Develop/enhance research skills	3.23	(1.29)	2.95	(.78)
4. Share teaching activities	2.51	(1.50)	2.68	(.98)
5. Develop teaching skills	2.31	(1.47)	2.58	(.90)
6. Develop contacts with others who have similar interests	4.31	(1.04)	2.98	(1.03)
7. Interact with faculty	3.07	(1.29)	3.11	(.85)
8. Interact with business people	3.75	(1.30)	2.92	(1.08)
9. Develop consulting skills	3.81	(1.28)	2.67	(.86)
10. Learn career management strategies	3.29	(1.23)	2.69	(.87)
11. Learn life management strategies	2.36	(1.48)	3.03	(.50)
12. Develop business contacts	3.89	(1.43)	2.67	(1.02)
13. Serve professional organization	3.36	(1.16)	3.03	(.97)
14. Have fun	3.38	(1.48)	3.30	(1.04)
15. Develop/maintain social contacts	3.49	(1.47)	3.44	(1.03)

Importance: 1 - not at all important; 5 - very important
Satisfaction: 1 = very dissatisfied; 5 - very satisfied
n = 45

Satisfaction ratings in general were somewhat low, with none of the means reaching 4.0. However, highest satisfaction was reported for "share research," "keep abreast of work in my area," and "develop/maintain social contacts."

Respondents were also asked which of the 15 reasons were most important for their attendance at SIOP conferences. "Keep abreast of work in my area" was mentioned most often, by 62% of respondents. "Develop contacts with others who have similar interests" was the next most frequently mentioned reason, by 45% of respondents. Respondents were also asked to indicate their satisfaction with how well the conferences provided these opportunities. The mean satisfaction rating for "keep abreast of work in my area" was 3.90. The mean satisfaction rating for developing contacts was 3.05.

3. Task force activities.

The next section of the survey listed 10 current or potential future activities of the Task Force on Ethnic Minority Participation and asked respondents to rate how important they thought it was for the Task Force to address each issue. Results are shown in Table 2. Although all activities received at least moderate importance ratings, those activities receiving the highest ratings were: provide network opportunities for minority members, encourage/solicit participation on committees, develop conference offerings/suggest and sponsor symposia and speakers, and influence SIOP leadership.

Table 2
Importance Ratings for Task Force Activities

Activity	Importance x	Importance (SD)
1. Provide network opportunities for minority members.	4.14	(1.09)
2. Encourage/Solicit participation on committees.	4.04	(.91)
3. Develop conference offerings.	4.00	(.93)
4. Develop recruiting materials.	3.34	(1.31)
5. Conduct recruiting visits	3.07	(1.23)
6. Set-up mentor relationships for minority students.	3.91	(1.07)
7. Influence SIOP leadership.	4.16	(.99)
8. Nominate fellows.	3.72	(1.28)
9. Provide/Sponsor social opportunities.	3.14	(1.25)
10. Gather information on minority members and minority issues.	3.81	(1.11)

1=not at all important
5=very important

Conclusions

These results suggest that respondents are relatively satisfied with opportunities to share and hear about research work, but less satisfied with opportunities for developing professional contacts, the other primary area of importance in their affiliation with SIOP. This conclusion was also supported by write-in comments. Several wrote of the difficulty of making new contacts at conferences or through participation on committees. Some suggestions given by respondents for facilitating networking opportunities were: developing a mentoring program, and changing the format of conference sessions to allow more interaction. These write-in suggestions are consistent with the importance ratings of possible Task Force activities on the survey.

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.

Report on the Tenth Annual Industrial/Organizational Psychology Doctoral Student Consortium

Debra A. Major
Old Dominion University

Tara L'Heureux
University of New Haven

"Great bunch of speakers! Very positive experience!" This is just a sampling of some of the things participants had to say about the Tenth Annual Industrial/Organizational Psychology Doctoral Student Consortium. The consortium took place at the Walt Disney World Hilton on Thursday, May 18, 1995, the day before the SIOP Annual Conference. Panelists from psychology departments, business schools, industry, and consulting represented the diversity of perspectives and career paths that are found in our field.

The day began with a continental breakfast, followed by **Mirian Graddick's** remarks on *The Role of HR in Transforming Organizations.* Drawing on her experiences at AT&T, Dr. Graddick discussed the current and future challenges facing organizations and how human resources strategies can help meet them. Concurrent morning sessions were offered by **Steve W. J. Kozlowski** and **Georgia T. Chao** of Michigan State University and **Cheri Ostroff** who was in transition from the University of Minnesota to Arizona State University-West. In their session, *Conducting Integrative and Creative Research: Principles for Pushing the Envelope,* Drs. Kozlowski and Chao provided numerous practical suggestions for students beginning to form their own programs of research. Dr. Ostroff tackled an issue students reported as critical to their dissertations in her session on *Levels of Analysis Issues: A Framework for Understanding and Conducting Organizational Research.*

In the afternoon, a delicious luncheon buffet was followed by **Kevin R. Murphy's** remarks on *Perils in Publishing.* As a productive author and an Associate Editor for *Journal of Applied Psychology*, the Colorado State University professor shared first-hand knowledge of both sides of the publishing endeavor. Dr. Murphy emphasized the importance of persistence and taking advantage of opportunities to revise manuscripts. Concurrent afternoon sessions were provided by **Walter C. Borman** of the University of South Florida and **Vicki V. Vandaveer** of The Vandaveer Group. In his session titled *More Evidence about the Impact of Contextual Performance in Organizations*, Dr. Borman shared his thoughts on a burgeoning area of research that considers dimensions of performance beyond core task activities. In her session, *Where Are We Going and How Are We Getting There: A Vision for the Future of I/O Psychology,* Dr. Vandaveer challenged students to take responsibility for promoting our field in the 21st century. She stressed the criticality of being responsive to the needs of industry.

At the end of the day, all the speakers took part in a panel discussion addressing professional development issues. Students asked questions on a variety of topics from landing a job in a competitive market to integrating work and family. Panelists candidly shared their views and experiences in dealing with the issues. We'd like to express our appreciation to all the panelists who made the consortium a success!

Doctoral students from over 20 graduate programs in industrial/organizational psychology and organizational behavior took part in the consortium. Approximately 69% of the participants were from I/O psychology programs, 27% were from management departments, and the remaining 4% were from other disciplines. Most participants (45%), indicated an interest in pursuing an academic career path. Consulting careers were sought by 29%, applied positions by 19%, and research positions by 7%.

According to our survey of participants, most students felt that the consortium was an excellent career development opportunity. Comments reflected an appreciation of the diversity of panelists' backgrounds, experiences, and interests. Student feedback also indicated that keeping the consortium small was desirable in order to provide a better chance for interaction among presenters and participants.

Consortium 1996: Plans for the 1996 I/O Psychology Doctoral Consortium are already in the works. Demand for the consortium is typically very high, thus each graduate program is only allowed to nominate one participant. Space is filled on a first come first served basis, so send in your registration materials early. Look for details in this issue of **TIP.**

From Both Sides Now
Performance Appraisals:
Political Tools or Effective Measures?

Allan H. Church

Nothing in organizational life these days is guaranteed, except, perhaps, a performance review. Whether one is at the very bottom of the organization or at the senior most level, someone somewhere is evaluating your performance. Moreover, everyone seems to get in on the act—managers, stockholders, financial advisors, the press, consultants, friends, and family. Of course, most employees experience this process as the standard dyadic exchange between supervisor and subordinate. In this time of massive staff reductions, reengineering, and continuous improvement efforts, however, the evaluation of employee work behavior has become an even more pressing and important function in organizations (as if we haven't spent the last 30 years of I/O psychology studying these issues). A quick and dirty search on the PSYCHINFO database for the term "performance appraisal" for example yielded 403 article listings between 1985 and 1994 alone. Clearly the notion of evaluating people's performance is still a hot topic.

Unfortunately, it seems as though the practice of contemporary performance reviews is akin to Forrest Gump's box of chocolates—you never know what you're gonna get. I am always coming across practitioner pieces in popular trade journals about taking the guess work out of the process, increasing its validity and utility, or making it more effective. Practitioners are not only concerned with improving existing performance measurement systems, however. Some are calling for radical change. In a recent issue of *Quality Progress* (1995), for example, George Eckes noted the following conflicts between TQM and more traditional performance appraisals based on Deming's original criticisms:

- Appraisals nourish short-term performance (e.g., quotas, sales figures, forms processed, products shipped) and destroy long-term planning;
- Appraisals promote individualism and destroy teamwork;
- Appraisals assume that people are responsible for all results;
- Appraisals contain subjectivity and immeasurables.

He recommends instead either a customer-supplier appraisal or a process (rather than output) oriented system that doesn't pinpoint individuals but rather suboptimal work processes. While the first option is similar to the 360° notion of expanding perspectives to include other types of raters—e.g., customers, direct reports, peers, team members—the second is something very different and probably difficult to implement. Other authors have expressed concerns regarding the highly political nature of performance appraisals, particularly in executive populations. Based on their research with executives from a number of different companies, for example, Gioia and Longenecker (1994) assert that any attempt to increase the validity of a rating system:

> ". . . is a future pursuit, mainly because the managers who use these instruments often actively pursue agendas that are incompatible with highly accurate ratings. Executives admit that, in appraising others, they often intentionally avoid meeting the goal of accuracy in favor of achieving goals that have more to do with exercising discretion and maintaining departmental effectiveness" (pp. 48-49).

Ironically, the researchers note, these same executives complain that the ratings they receive are often not accurate reflections of their ability and performance as well.

Despite such problems and concerns, given (a) the inevitability of some form of performance appraisal in contemporary organizations and (b) the important function that this type of measurement serves for performance and personnel management, I decided to pose the following questions:

1. *Are contemporary performance appraisal systems doing what they were designed to do—i.e., measure/quantify performance—or are they shaped more by political, implementation, and measurement idiosyncrasies inherent in their use?*
2. *What can be done to improve their utility and effectiveness?*

Jai Ghorpade, Professor of Management at San Diego State University and an active consultant on the side, provided the following comments on the most popular method of performance ratings used in the United States.

> This is a highly relevant topic and one that needs to be confronted. Unfortunately, there currently do not exist any empirical studies that can provide definitive answers to all parts of the question. However, the literature does provide a guide to the origins and dynamics surrounding the Graphic Rating Scale (GRS), the tool most commonly used in performance appraisal in the United States. The GRS has two key elements: (1) focus on traits (e.g., dependable, cooperative, knowledgeable) in measuring performance, and (2) use of rating scales with subjective anchors (e.g., very low/very high; good/bad) for evaluating individual performance on each of the traits on the instrument.
>
> The GRS was formally and ceremoniously introduced into American industry in the 1920s by prominent industrial-organizational psychologists of that time. This "new" method was designed to remedy problems with the established methods of the time—seniority, Frederick Taylor's appraisal through performance standards set by time and motion analysis, and man-to-man rating

scales that required the preparation of elaborate master scales against which individual performance could be rated (Paterson, 1922-1923).

This new method was judged to be superior to the old methods for several reasons. Its major attraction, of course, was practicality—it was brief and could be completed within a short amount of time. The GRS was also claimed by its developers to have a couple of technical qualities that made it ideal as an appraisal tool. The first of these was that it freed the rater from having to link ratings to any actual, objective counts of performance (a pivotal feature of Taylor's *Scientific Management*). Second, the subjective scales enabled the rater to make "as fine a discrimination of merit as he chooses" (Paterson, p. 147). The original GRS had scales without numbers. The anchors were placed beneath blank lines, and stencils were provided for converting the check marks into numbers.

The introduction of the GRS paralleled the rejection of several of Taylor's ideas. It spread throughout industry like wildfire and remains the most common tool used today. It has great intuitive appeal and "makes sense" to managers, deans, and persons in positions of authority. "Improvements" over the original typically take the form of elaboration of anchors.

Any discussion of change thus needs to confront the preeminent position that the GRS has acquired in industry. Many "radical" and intelligent ideas for change have been offered by academics (Murphy & Cleveland, 1995). However, industry resists approaches that depart fundamentally from the GRS format. I am convinced, however, that it is possible to build on this format and to assemble systems that lessen the bias, inaccuracies, and psychological pain that accompany the undisciplined use of the GRS. In another publication, this issue was covered in a more leisurely way (Ghorpade & Chen, 1995).

However, I would like to highlight briefly the safeguards on the use of the GRS advocated by Donald Paterson himself, the original developer and promoter of the GRS. Paterson offered ten safeguards. In presenting this, I use his terminology but point out (in parentheses) links with current labels and trends wherever appropriate: (1) Instruct supervisors to follow directions (develop clear rules for administering appraisal systems); (2) ratings should be based on work that employees are actually doing and not on guesswork (assure job relatedness); (3) employees should only be compared with other employees doing the same work; (4) insist that ratings be based on defined characteristics (measure reliability through consistency of terminology); (5) spread the ratings over three-month periods; (6) secure independent ratings from two or more supervisors (include peers and co-workers); (7) use the independent ratings to isolate

> radical disagreements and hold conferences to detect and correct possible bias against the employee; (8) identify raters who rate all employees the same, confront them with distributions of ratings given by others, and encourage them to recognize real differences among employees; (9) study continuously the ratings statistically to detect and correct persistent leniency and strictness; and (10) hold conferences with raters to discuss the results of statistical analysis and to correct problems (Paterson, pp. 158-160).
>
> Paterson's safeguards anticipate the typical problems generated by the GRS format and provide a guide for corrective action. In particular, his insistence on continuous statistical analysis of appraisal ratings, and conferences to bring about corrective changes based on the analysis, would promote a healthy understanding of the consequences of established practices and inspire participants to develop methods that enhance utility and effectiveness of the appraisal process. Interestingly, this idea of continuous self-study is at the heart of the TQM movement.

Thus, for Jai, one of our biggest challenges to improving performance appraisal measures is to ensure a sound measurement system and more open and honest communication about the process and the actions that should result. I found it interesting that embedded in Paterson's original recommendations, made in the early 1920s, mind you, was a call for multiple raters from different perspectives, behaviorally grounded items based on a job analysis, comparability in terms of equal standards of evaluation, and recognition of individual biases and ratings artifacts. Is it me or are these some of the same issues and recommendations still being made today?

Bob Cardy, a Professor of Management at Arizona State University, took a more direct approach in response to the question citing information processing models and trust as key components to the rating process.

> Yes, I believe that performance ratings, for the most part, do a reasonable job of measuring/quantifying performance. The dominant appraisal systems focus on concrete specifics and emphasize documentation. Appraisal systems that force raters to make distinctions among ratee performance levels are commonly used. In short, appraisal systems have largely been designed to be measurement tools and seem to have been based on the idea that the more specific the better, and that raters may not be trustworthy.
>
> Despite these characteristics, it seems that the prevalent opinion in organizations is that appraisals, due to their subject nature, are errorful and biased. Belief that biases occur can be seen in countless grievances and lawsuits. It appears that the perception is that performance ratings don't do a good job of measuring performance and that they are guided by political, personal, and other factors. On

net, however, I believe that performance ratings do a reasonable job of capturing performance.

While there is mistrust of appraisal, I still believe that performance ratings largely reflect performance. Numerous laboratory and field studies have found performance ratings to be valid and substantially accurate. However, because of the dominance of the measurement concern in the design of appraisal systems, raters are routinely asked to focus on specific and particular outcomes and to finely distinguish among performance levels. Perhaps we have developed appraisal systems too much from the perspective of documentation and lack of trust in raters. The more concrete and specific the appraisal format, and the less flexibility allowed raters, the better the system seems assumed to be. The emphasis on the measurements of specifics can backfire, since fine distinctions may be difficult and not needed. Specifics may not be how we process information. There are studies that indicate that we tend to process information in a global fashion and that global judgments can be pretty accurate. Raters may also be fully aware that these specifics give a woefully deficient picture of the performance level of the workers. Rater prototypes of ratees may be quite accurate and not as deficient at capturing the overall performance construct as some of the specific measures can be. Besides, while we may be reluctant to admit it, a lot of the specific judgments are probably based on prototypes anyway. Unfortunately, to the extent that specifics are deficient, raters are forced to go beyond this simple detailed level if they are to capture performance of the ratees adequately. This can then be interpreted as bias and evidence of politics or the role of personal feeling.

Rather than making assumptions about what appraisal system characteristics will lead to good measurement, we have an opportunity to take what we know about modern organizational life and what we've learned about information processing and use it to construct an improved rating system. While perhaps contrary to the measurement approach, we need to allow flexibility in the system. An appraisal system that is highly specific and concrete may be legally defensive, but will be outmoded and useless in no time in today's dynamic organizational environments. There is a need to broaden and make the system more flexible. At the same time, this will open up the system to more political influence. However, I believe that you have to trust your raters or get rid of appraisal altogether. It may be a common paradox that the less the system is controlled and contrived in an effort to get better ratings, the better the ratings! What's critical isn't the rating format, it's the users—both raters and ratees.

The rating system needs to be responsive to the needs of the ratees. What kind of information do they need to do a better job? That is, what should be the focus of the rating system? Raters are capable of undermining the most sophisticated appraisal system or of providing effective performance management with the crudest of appraisal systems. Raters need to be trained in making good performance judgments and in coaching and feedback skills. These efforts should reduce the perception of bias in appraisal. However, it needs to be recognized that, for the most part, the influence of raters' feelings, such as liking, probably are a function of ratee performance characteristics. Besides, being likable and engaging in impression management tactics can help to assure that the job gets done efficiently and effectively. A broadened appraisal system may allow for the inclusion of these factors to the extent that they contribute to the system. Separating out performance caused by person from that caused by system is another critical factor for which training should be designed.

The utility and effectiveness of appraisal systems would improve if the emphasis would be on performance improvement and if the system would be future oriented and flexible enough to recognize the variety of ways people may contribute to the mission of the organization. Certainly, measurement of performance would be important. However, the focus would be on what's needed to provide adequate feedback and improve rather than making fine-grade distinctions among performance levels.

From Bob's perspective, performance appraisals **are** effective most of the time, despite what people think. Although he makes a number of interesting points, I was intrigued by the idea of insuring the flexibility of the appraisal system to adapt to future needs. There is a key distinction between redesigning a performance rating system every time it's needed and designing a single system from the start that allows for these types of changes on an on-going basis. Speaking as one with experience designing automated feedback systems for leadership and management development purposes, building a truly flexible reporting process is not an easy task, particularly when data from multiple perspectives and different versions of existing instruments are involved. Of course, as Bob notes, without the ability to adapt performance systems over time they will, in all certainty, become obsolete.

The third contributor for this topic is David Bracken, Director of Organization Assessment and Research at Personnel Decisions Inc. David's comments focus on the concept of performance management (versus appraisal) and, once again, incorporating 360° feedback into the process.

Stating that the objective of contemporary performance appraisal systems is to "measure/quantify performance" vastly understates the

purpose of an ideal performance appraisal. While valid, reliable measurement is certainly the keystone, the system must also set the course for action (e.g., alignment), establish an incentive for performance (e.g., motivation) and set a course for development. Our clients view appraisal more in the context of a system, usually under the banner of performance management.

With those added purposes in mind, contemporary performance management systems seem to be making strides toward creating alignment, specifically tying together organization, group, and individual goals. The "state of the art" performance management system will be designed with a downward communication of the strategic vision, integration into goals and objectives at each level, and a closing of the loop with an indication of the extent to which the goals are being achieved.

The advent of the 360° feedback systems has also served to improve performance appraisals and performance management systems. For example, a well-designed 360° system will

- Clearly communicate the purpose, method and desired outcomes of the evaluation process
- Create alignment throughout the organization around competencies and/or values
- Standardize the evaluation process, creating acceptance and perceived fairness;
- Increase participation throughout the organization for helping develop individuals
- Train participants and users of the feedback to increase the accuracy of the ratings and set expectations
- Establish accountability for change with the ratee, acknowledging the role of the organization in providing developmental resources.

There is no question that our well-designed systems sometimes fail at the point of delivery. Our role as I/O psychologists is to increase the probability that the tools will be used effectively and to prevent and/or address abuses of the system. Despite all the critical incidents and horror stories, we have reason to believe that some of the barriers to effective performance appraisals are being overcome.

David's points are well taken regarding the larger purpose of performance measurement systems and their contribution to *shaping* future behaviors, as well as assessing them in the present. I was also intrigued by his comments regarding the role of I/O psychologists in the process. More often than not, we are so focused on the quality of the rating system itself—making it more effective, valid, efficient, and meaningful—that the implementation and issues of practice, particularly regarding ethical uses of this type of data, are left to chance. Having seen first hand the impact that individual feedback can have on managers' feelings and cognitions, it is paramount that we, as practitioners, make a concerted effort to manage the integrity of such systems with our clients and in our own organizations.

I would like to thank Jai, Bob and David for their thoughtful contributions to the performance appraisal discussion above. If you have a topic you would like to see discussed in an upcoming issue or you would like to write about one yourself, please give me a call or drop me a note at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY 10803, (914)738-0080 tel. / (914)738-1059 fax.

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Biographies

Jai Ghorpade is a Professor of Management in the College of Business Administration at San Diego State University. He has published articles in such journals as the *Academy of Management Journal, Multivariate Behavioral Research*, and *Personnel Psychology*. His teaching, research and consulting interests include general management, human resource management, organization development and comparative industrial relations. He received his Ph.D. from the Graduate School of Management at UCLA in 1968.

Robert L. Cardy is a Professor of Management in the College of Business at Arizona State University. He has also served on the faculty of the State University of New York at Buffalo. Dr. Cardy has authored a number of articles in such publications as *Basic and Applied Social Psychology*, the *Journal of Applied Psychology*, and *Organizational Behavior and Human Decision Processes*. His interests include personnel appraisal and training, selection, information processing, TQM, and performance management. Dr. Cardy received his B.S. and M.A. from Central Michigan University and his Ph.D. from Virginia Polytechnic Institute.

David W. Bracken is Director of Organization Assessment and Research at Personnel Decisions Inc. Previously he was Director, Consulting Services for National Computer Systems. Dr. Bracken has over 15 years of experience in organization assessment as a researcher, practitioner and consultant. More recently he has focused on the development and implementation of 360° rating systems and is cofounder of the Upward Feedback Forum. Dr. Bracken received his BA from Dartmouth College, and his M.S. and Ph.D. degrees in I/O Psychology from the Georgia Institute of Technology. He is a licensed psychologist in the State of Georgia.

FRANK LANDY SPLASHES TO VICTORY IN SIOP 5K

Kevin Williams
University at Albany, State University of New York

The fourth annual SIOP 5K race/fun run, held in conjunction with this year's conference, had many of the elements of Disney movie (without the bad guys): an eclectic cast of characters, triumph over Mother Nature, and a stirring finish. Runners worried about the heat and humidity were greeted instead by heavy rains, which forced officials to modify the course for safety reasons (the course was shortened from 3.1 to 2.8 miles). Undaunted by the elements, close to 60 runners (response rate = 75% of registered runners) responded to the starting gun and splish-splashed their way through Disney village. The inner child in us all (Disney theme again) was clearly visible as distinguished psychologists could not resist the temptation to stop and jump in ankle-deep puddles.

This year's winner was Frank Landy, who founded the race 4 years ago. Frank and Peter Dominick, the pace setter much of the way, finished in a virtual dead heat, with less than a second separating them. Frank's altitude training and race savvy paid off as he slowly reeled in the lead pack (showing no signs of time urgency) over the last mile and finished strong for the win. Meanwhile, things were going swimmingly for Dana Lindsley who finished first among the women and eighth overall. In team competition Penn State regained the crown it lost to Akron last year, by holding off newcomers Mississippi State, Albany, and Auburn. Personnel Psychology was well represented in the team competition, as the Sacketts (Pat and Paul) and the Campions (Linda and Mike) finished 1-2. The complete results are listed below.

Top Finishers

Men
1. Frank Landy (16:31.5)
2. Peter Dominick (16:32)
3. Tom Cross (16:43)
4. Dave Oliver (16:50)
5. Paul Sackett (16:52)

Women
1. Dana Lindsley (17:35)
2. Laurie Buchanan (18:30)
3. Cheryl Armstrong (19:03)
4. Michelle Combs (19:44)
5. Deborah Smith (20:03)

Age Groups

20-29
1. Dale Oliver
2. Jeff Conte
3. Chris Leopold

1. Laurie Buchanan
2. Cheryl Armstrong
3. Michelle Combs

30-39
1. Pete Dominick
2. Tom Cross
3. Vince Fortunato

1. Dana Lindsley
2. Deborah Smith
3. Linda Campion

40-49
1. Paul Sackett
2. Steve Johnson
3. Rick Jacobs

1. Pat Sackett

50-59
1. Frank Landy
2. Ken Davis
3. Phil Manhardt

60-69
1. Richard Campbell

Team Results

Mixed Doubles
1. Sackett (Pat & Paul)
2. Campion (Linda & Mike)

Scientist/Practitioner
1. Jacobs-Lindsley

University/Organization
1. Penn St.
2. Mississippi State
3. Albany
4. Auburn

Advisor-Advisee
1. Kevin Williams-Vince Fortunato
2. Phil Lewis-Ken Romaine
3. Bob Lord-Jamie Winter

Call for Program Proposals: 1996 APA Convention in Toronto

John R. Hollenbeck

It is time to start developing program proposals for the 1996 APA Convention. The convention will be held in Toronto from Friday, August 9th, to Tuesday, August 13th. **Program proposals must be received (not postmarked) on December 1, 1995.**

The Board of Convention Affairs has established new uniform requirements for all paper/poster proposals, which are detailed below. We welcome new and different program formats. We hope that having to write less encourages you to submit more. Papers, symposia, tutorials, panel discussions, and conversation hours are traditional, welcome formats, but we will also consider any innovative formats you can create.

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

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

- "Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions, however we also have the option of combining separately accepted papers into a paper session focusing on a common theme. Presentations (individual papers) will be blind reviewed. The new requirements for submission are: five copies of a 500 to 1,000 word summary and five copies of a 100-word abstract. Please do not put your name on the summary or abstract, just the submission title. Submissions should be double-spaced, with one-inch margins using elite type.
- "Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative, nontraditional formats are encouraged. Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit five copies of the complete proposal. Proposals for these sessions should include a 300-word general summary and 300-word summaries of each participant's presentation. As with presentations, submissions must be double-spaced, with one-inch margins, in elite type.

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

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

If you have questions, ideas, or suggestions for invited speakers, feel free to call, write, FAX or e-mail: **John R. Hollenbeck, Management Department, Eli Broad Graduate School of Business, Michigan State University, East Lansing, MI 48824. Telephone: (517) 355-2413; FAX: (517) 432-1111; e-mail:22019mgr@msu.edu**. Please send all program submissions to this address as well, to be **received (not postmarked) by December 1, 1995.** As with many campus mail destinations, you should allow a week for receipt if using regular postal mail service.

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present at APA. We're counting on you to make the 1996 APA Convention a success.

VOTE 10 FOR DIVISION 14!!

APA Members: When you receive your APA Council of Representatives appointment ballot, be sure to give your 10 votes to Division 14/SIOP! Please do not throw this away—this vote determines the number of APA Council representatives that SIOP has. We have gone from 4 to 3 representatives in recent years. Help us regain that 4th seat!

A RATIONAL APPROACH TO THE DISTRIBUTION OF MERIT AWARD MONEY

HOWARD I. EPSTEIN
DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING
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Most labor contracts have specific wage increments built into their language. Increases in salary and fringe benefits can be spelled out on a percentage or lump-sum basis or an hourly increment, as appropriate. These pay raises are usually across-the-board, and a person's salary will very much be a function of original starting salary and length of service.

In order to reward performance that is above average, many contracts, especially those involving professional personnel, have pools of money to be distributed on the basis of merit. These may be one-shot bonuses or permanent additions to the employee's base salary. Whoever is in charge of deciding how this pool of money is to be distributed is in a no-win situation. If distributed more-or-less equally to employees, it defeats the purpose of the money. Disproportionately large sums to certain individuals will always bring cries of favoritism from those less rewarded. This leads to jealous behavior, which in turn reduces productivity.

The clever employer/manager/supervisor will devise some sort of form, or other information gathering system, and claim to make judgments on the basis of hard evidence, instead of making strictly subjective decisions. Forms serve two purposes. First, they let the employee think that he or she actually has some input into the decision making process. Second, they give the decision maker an excuse to do what he or she wanted to do anyway since there usually are no specific guidelines as to what factors are important. Even if there is a labor contract in force for an organization, whenever it is time to make salary recommendations or distribute Christmas bonuses or even decide who is getting promoted, forms can be a key to effective leadership.

Recently, the author was privileged to come across a form so cleverly conceived that it can be used for all situations described above and much more. This generic merit form is presented in Figure 1. Note that the form can be completed by the employee in a matter of minutes. Once the employer receives the completed form, there are two paths that can be followed: One, the form can immediately be thrown away or filed (same thing) and decisions on merit pay reward made in the same arbitrary and capricious way as always, or; Two, the results can be applied scientifically, albeit still arbitrary and capricious, to precisely arrive at the percentage of the total pool each employee will receive.

To the author's surprise, it was discovered that his organization actually uses the scientific approach. By invoking the local Freedom of Information statute, a copy of the formulae used in the computing of merit awards was obtained. In the interest of saving organizations and individual decision makers much time and effort, this information is presented here in Figure 2. It is apparent that the computational method presented will give scientifically correct and yet random and completely irreproducible results that cannot be questioned by even the most curious employee. The arbitrary factor, X, is the key to the acceptance of this method by employers. This factor may also be referred to as the favoritism factor by cynical individuals. The factors that determine the final percentage of the total merit pool available, \$, are honesty, greed and the arbitrary factor. The use of each is now described.

The Honesty Factor (H) - Question number ten on Merit Form 1 (MF1) was scientifically designed to test an individual's honesty. H ranges from zero to one. Note that the higher the box number checked, the greater is this factor and, hence, the greater the final reward. It seems admirable that honesty is rewarded. Of course, for those organizations for which honesty is considered a liability, the factor can easily be changed to

$$H_i = 0.2\,(6 - B_i)$$

and the reverse effect will be accomplished. For organizations involved in high-tech, either formula can easily be made nonlinear. That always fascinates scientists and engineers.

The Greed Factor (G) - The first step in computing the greed factor is to find the average money requested, in question number eleven, by all those eligible to share the pool. As shown, the greed factor varies from one, for those requesting nothing, to zero, for those requesting more than twice the average. Once again, where greed is an important trait to an organization, the effect can be reversed. Also, the formula can easily be made nonlinear to appear more scientific. Furthermore, certain organizations might wish to eliminate the restriction on G being non-negative, thus resulting in individual decreases in salary.

The Arbitrary Factor (X) - The feature of this factor which most appeals to the decision maker is that there are no bounds placed on the magnitude that may be assigned to an individual. Therefore, with careful manipulation, the pool can be distributed in any manner desired. The decision maker, if clever enough, might even be able to pocket the entire pool. In some organizations, however, the decision maker's supervisor might want to have some input here as a method of controlling the power of the decision maker.

This rational approach to the reward of merit money can easily be extended to all sorts of decisions made in employer/employee relations. Questions other than those listed in MF1 can easily be incorporated and, if carefully thought out, can be used for calculating other factors that may be deemed important. Finally, the calculations can easily be programmed for the personal computer. For those not versed in programming, IBM compatible software should be available in the near future.

Figure 1 - Merit Form
MERIT FORM 1 (MF1)
to be completed in quadruplicate and returned to supervisor

1. Name ______________________
2. Date ______________________
3. Sex (check one) - ____ Yes ____ No
4. Color of eyes ______________________
5. Ethnic persuasion ______________________
6. Major credit cards:
   Name/Number/Expiration date/Credit limit
   ____
   ____
   ____
   ____
   ____

7. Number of dependents ______________

8. Current assets ______________________

9. List all major accomplishments this past year: ______

10. During the past year I would rate my performance as (check one)
    1. __ Worthy of sainthood
    2. __ Superhuman
    3. __ Excellent
    4. __ Better than my colleagues
    5. __ I did little (same as my colleagues)
    6. __ Don't bother me with forms, I have job tenure

11. I deserve $ ____________ merit reward this year

Figure 2 - Method of Computing Merit Awards
INSTRUCTIONS FOR COMPUTING AWARD FROM MF1
(SECRET - for supervisor's eyes only)

Computing Honesty Factor for employee i (H_i)
Let B_i = box number checked in question 10

$$H_i = 1 - 0.2\,(6 - B_i)$$

Computing Greed Factor for employee i (Gi)
Let N = number of employees applying for merit award
A = average answer to question 11, i.e.

$$A = \left(\sum_{i=1}^{N} M_i\right) / N$$

where M_i = money requested by employee i, in question 11. Then,

$$G_i = M_i / 2A \geq 0$$

Computing Merit Award for employee i ($\$_i$)
Let T = total money available for merit awards

$$\$_i = T\,(X_i \cdot Hi_i \cdot G_i) \Big/ \left(\sum_{i=1}^{N} X_i \cdot H_i \cdot G_i\right)$$

where X_i is an arbitrary factor for each individual. This factor should be arrived at arbitrarily. Any arbitrary yardstick (for instance, the answer to question 4) may be used, but favoritism is encouraged.

Committee Volunteer Form
Standing Committees, 1995-1996
Society for Industrial and Organizational Psychology

Deadlines: The deadline for volunteering to be on the Continuing Education and Workshop Committee is December 1, 1995. For all other committees, nominations are accepted at any time. Please submit a completed form to the address given on the bottom of the form.

Name: ______________________________
Last First Middle

Mailing Address: ______________________________
____
____

Phone Number: Area Code (____) ______________________

Job Title: ______________________________

Educational Data:
Highest earned degree: __________ Year granted: ________
Educational Institution: ______________________

Society Status:
[ ] Associate [ ] Member [ ] Fellow

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

____Award
____Committee on Committees

____Continuing Education and Workshop
____Education and Training
____Fellowship (Fellows only)
____Membership
____Professional Practice
____Program (APA meeting)
____Program (SIOP Conference)
____Scientific Affair
____State Affairs
____**TIP** Newsletter

New Member Mentor Program:

____Please check if you would be willing to serve as a mentor for a new SIOP member.

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

____
____
____

Prior APA/APS Service:
If you have previously served on one or more American Psychological Association/American Psychological Society boards or committees, please list their names and the years you served on each.

____
____
____

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

____
____
____

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

Name	Address	Phone Number
Name	Address	Phone Number

Your Signature: ____________________

Date: ____________________

Please mail or fax the completed form to:

Susan N. Palmer
c/o Administrative Office
Society for Industrial and Organizational Psychology
745 Haskins Road, Suite A
P.O. Box 87
Bowling Green, OH 43402
(Fax) 419-352-2645

SIOP CALENDAR

SIOP Conference (1996) Submission deadline	September 28, 1995
TIP Deadline for January Issue	November 15, 1995
SIOP Annual Conference San Diego, CA	April 25-28, 1996
APS Annual Convention San Francisco, CA	June 29 - July 2, 1996

Call for Fellowship Nominations

Each year, the Fellowship Committee requests and evaluates nominations of Society members who have made unusual and outstanding contributions to psychology for the status of Fellow. The Fellowship Committee strongly encourages nominations of individuals from all areas of endeavor within our profession.

We particularly encourage nominations for candidates who have made their contribution through the practice and application of psychology, a group that is often under-represented in the nomination process. There are many I/O psychologists who have contributed substantially to the field by applying psychology in organizations, and helping others apply our science in real-world settings, we encourage nominations of individuals who have accomplished this important goal.

Detailed information on criteria considered by the Fellowship Committee is published in **TIP**, April 1994, pp. 31-34. General criteria are summarized below.

Criteria

* Society Member for no less than 2 years at the time of election
* At least 3 letters of recommendation from Fellows of the Society
* An Unusual and Outstanding contribution to the field. This contribution can be achieved through research, practice, teaching, administration, or any combination of these. The distinguishing characteristic of Fellows is that they have made a contribution that goes beyond the norm of consistent and competent research, practice, teaching, etc., and that their efforts have helped to advance our field.

Nomination:

* By either Society Fellow or Member

Due Date:

* December 1, 1995

Request Nomination Materials From and Direct Questions To:

Kevin R. Murphy, Chair
SIOP Fellowship Committee
Department of Psychology
Colorado State University
Fort Collins, CO 89523-1876
(970) 491-6007
KRMURPHY@LAMAR.COLOSTATE.EDU

1996 SIOP AWARDS
GUIDELINES FOR NOMINATIONS

The submission deadline for the 1996 SIOP Awards is 15 September 1995. General nomination guidelines are described below. You may obtain additional information about award criteria in the April 1995 issue of **TIP** or by writing to Angelo DeNisi at the address provided below.

Send nominations and entries for all awards to:

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

HOW TO SUBMIT NOMINATIONS FOR THE:

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

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

—Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.

—The nominator should include: (1) a letter nominating the SIOP member for the award, (2) a current vita of the nominee, and (3) supporting materials (e.g., letters from colleagues, article reprints, etc.) illustrating the contributions of the nominee. No more than five (5) supporting letters should be included in the nominee's materials.

—Letters of nomination, vitae, and supporting letters and materials must be received by 15 September 1995.

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

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

- Proposals having multiple authors are acceptable.
- Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However, the limit does not include references.
- Proposals should be prepared according the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
- No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
- Individuals who have previously received the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to receive an award a third time, the author must show evidence of having completed at least one of the two previously proposed studies.
- Proposals must be received by 15 September 1995.

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

- Entries may be submitted only by individuals who are sponsored by a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society.
- Each entrant should submit ten (10) copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
- Papers are limited to a maximum of 30 double-spaced pages. This limit does not include tables, figures, references, and appendices.
- Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- The paper must be based on a dissertation that was accepted by the graduate college two years or less before 15 September 1995, with the stipulation that an entrant may only submit once.
- The entrant must include:
  (1) a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation AND
  (2) a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society who is familiar with the entrant's dissertation.

  Both of these letters may be from the same person.

- Entries (including supporting letters) must be received by 15 September 1995.

PAST SIOP AWARD RECIPIENTS

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards. As you will notice, we are missing information on some of the awards (e.g., Wherry Award). Call Angelo DeNisi at (908) 445-5972 regarding missing or incorrect information so that we can maintain an accurate record of SIOP award information.

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

1977	Douglas W. Bray	1986	Paul W. Thayer
1978	Melvin Sorcher	1987	Paul Sparks
1979	Award withheld	1988	Herbert H. Meyer
1980	Award withheld	1989	William C. Byham
1981	Carl F. Frost	1990	P. Richard Jeanneret
1982	John Flanagan	1991	Charles H. Lawshe
1983	Edwin Fleishman	1992	Gerald V. Barrett
1984	Mary L. Tenopyr	1993	Award withheld
1985	Delmar L. Landen	1994	Patricia J. Dyer
		1995	Allen I. Kraut

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

1983	William A. Owens	1989	Lyman W. Porter
1984	Patricia C. Smith	1990	Edward E. Lawler, III
1985	Marvin D. Dunnette	1991	John P. Campbell
1986	Ernest J. McCormick	1992	J. Richard Hackman
1987	Robert M. Guion	1993	Edwin A. Locke
1988	Raymond A. Katzell	1994	Bernard M. Bass
		1995	Frank Schmidt and John Hunter

DISTINGUISHED SERVICE CONTRIBUTIONS 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
1995 Milton D. Hakel

ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

1992 John R. Hollenbeck
1993 Raymond A. Noe
1994 Cheri Ostroff
1995 Timothy Judge

EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

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
1995 Award withheld

S. RAINS WALLACE DISSERTATION RESEARCH 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 &
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
1995 Chockalingam Viswesvaran

BEST STUDENT POSTER AT SIOP

1993 Susan I. Bachman
Amy B. Gross
Steffanie L. Wilk

1994 Lisa Finkelstein

1995 Joann Speer-Sorra

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

1980
1981
1982
1983 Maureen Ambrose
1984
1985
1986
1987
1988 Christopher Reilly
1989 Andrea Eddy
1990 Amy Shwartz
Wayne Hall
Jennifer Martineau
1991 Paul Van Katwyk
1992 Sarah Moore-Hirschl
1993 Daniel Skarlicki
1994 Talya Bauer
Lynda Aiman-Smith

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

APA AWARDS

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO EDUCATION IN PSYCHOLOGY

1973 James B. Maas

AWARD FOR DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

1976 John C. Flanagan
1980 Douglas W. Bray
1989 Florence Kaslow
1991 Joseph D. Matarazzo
1992 Harry Levinson

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS TO PSYCHOLOGY

1957 Carl I. Hovland
1972 Edwin E. Ghiselli

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTION FOR THE APPLICATIONS OF PSYCHOLOGY

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

AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS TO PSYCHOLOGY

1989 Ruth Kanfer

APF AWARDS
GOLD MEDAL AWARD FOR LIFE ACHIEVEMENT IN THE APPLICATION OF PSYCHOLOGY

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

APS AWARDS
JAMES MCKEEN CATTELL FELLOW AWARD

1993 Edwin A. Fleishman
Robert Glaser
Donald E. Super

Interested in Serving on a SIOP Committee?

You can volunteer at any time.
See this issue of **TIP** for a volunteer form, or contact:

Susan N. Palmer
c/o Administrative Office
SIOP
745 Haskins Road, Suite A
P.O. Box 87
Bowling Green, OH 43402-0087
FAX: 419/352-2645

Application for Membership

Society for Industrial and Organizational Psychology, Inc.
Division 14 of the American Psychological Association
Organizational Affiliate of the American Psychological Society

Mailing Address

Name:__________
Address:__________
____
City:______ State:____ Zip:____-____

Telecommunications

Office:__________
Fax:__________
Email:__________
Home:__________

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

Check status in SIOP for which you are applying: ☐ Member ☐ Associate ☐ Foreign Affiliate
(*Please refer to SIOP membership criteria*)

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

Educational Background (List graduate education first)

Institution	Degree	Date	Major Area of Specialization

Professional Experience (List present position first)

	Employer*	Title	Dates	
			From	To
1.				
2.				
3.				

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

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

Date:__________ Signature:__________

Return your application to: SIOP Administrative Office, P.O. Box 87, Bowling Green OH 43402.

Application for Student Membership

Society for Industrial and Organizational Psychology, Inc.

Division 14 of the American Psychological Association
Organizational Affiliate of the American Psychological Society

Mailing Address
(Please print or type)

Name: ____________________

Address: ____________________

____

City: ______ State: ______ Zip: ______

Educational Background

Name of institution: ____________________

Address of department: ____________________

Area of specialization/major: ____________________

Degree you are pursuing: ______ Year you expect to graduate: ______

Advisor: ____________________
(Please print)

Advisor's signature: ____________________

Please Note: Your application must be signed by your advisor in order to be processed.

- Student Affiliate dues are $10.00. Please include with your application a check or money order, made out to SIOP and payable in U.S. funds.
- Dues include a subscription to *The Industrial-Organizational Psychologist* (TIP), the Membership Directory, the Conference Call for Proposals, and other SIOP mailings.
- If you have any questions, the SIOP Office may be reached at (419) 353-0032, or on e-mail at lhakel@siop.bgsu.edu.

Mail application and dues to:

SIOP Administrative Office
PO Box 87
Bowling Green OH 43402-0087

Blending Academic and Applied Perspectives: Practicing Science and the Science of Practice

17th Annual IOOB Graduate Student Conference
Radisson Hotel   Toledo, Ohio   March 22-24, 1996

Students enrolled in graduate programs in Industrial/Organizational Psychology, Organizational Behavior, Human Resource Management, or related fields are invited to attend and submit abstracts for review.

Theoretical, qualitative, and quantitative papers are welcome. Proposals that relate to the theme of the conference are particularly encouraged.

For more information, please contact us by:

Listserver: Send an e-mail message to: listproc@listproc.bgsu.edu
In the body of the e-mail message, type: subscribe 1996ioob {your name}
WWW: Reach our graphical WebPage at: http://www.bgsu.edu/~oconnor/1996ioob.html
Voice Mail: (419) 372 - 0473 **Department Fax:** (419) 372 - 6013
Address: 1996 IOOB Conference/ Dept. of Psychology/ Bowling Green, OH 43402

Revision of the Standards for Educational and Psychological Testing

Dianne L. Schneider and Dianne C. Brown
APA Science Directorate

The AERA, APA, NCME Joint Committee on the Standards for Educational and Psychological Testing anticipates releasing material for review and comment following its November 1995 meeting. Sections slated for release include chapters on: validity; reliability; test development; norming, scaling, and equating; and test manuals. The Committee expects to release, along with these chapters, the planned table of contents for the remainder of the Standards, so that reviewers can comment on available material within the context of the planned organization of the entire document. Other chapters and sections are in different stages of development and will be released for comment at a later date. The Scientific Affairs Committee will serve as SIOP's collective voice in this process, and will coordinate the review and submit the Society's comments to the Joint Committee. SIOP members interested in reviewing draft chapters and providing input to the Scientific Affairs Committee should contact James Breaugh. To receive a copy of the draft, call Sandra Robinson at (202) 336-6000 or e-mail her at szr.apa@email.apa.org.

Society members have an additional link to the Standards revision through APA's Council, who will ultimately approve the document. The Council established a 7-member Ad Hoc Committee in August 1993, with the goal of facilitating communication between the Joint Committee and APA Council throughout the revision, and hopefully expediting the approval of the final draft by Council. President-elect Jim Farr, one of SIOP's current Council representatives, is a member of the Ad Hoc Committee and has agreed to continue on this Committee through the end of the project (i.e., final approval of the Standards by AERA, APA, and NCME). The Ad Hoc Committee will meet in early December to strategize methods for gathering input and concerns from Council during its February meeting, and for informing Council of key issues covered in the draft chapters. SIOP members are encouraged to contact Jim about the Standards revision before this meeting, or at any point in the revision process.

Contact either of us at (202) 336-6000 or sci.apa@email.apa.org for more information on the Standards revision or the Ad Hoc Council Committee.

Federal Updates

Dianne Brown & Heather Roberts
APA Science Directorate

National Skill Standards Board (NSSB)

Despite dramatic cuts in government spending on labor and educational programs, the National Skill Standards Board, authorized in the Goals 2000 legislation, has survived. Its counterpart in education, the National Education Standards and Improvement Council (NESIC), has been de-authorized. The NSSB is charged with guiding the development of voluntary skill standards for broad occupational areas in industry. In collaboration with industries, the Board will serve as a catalyst in stimulating the development and adoption of skill standards and certification assessments. For those of you who have been following these initiatives, you may recall that Paul Sackett testified before Congress on the National Skill Standards Board. The Board is currently in the process of identifying occupational clusters representing the areas in which skill standards are being developed by voluntary partnerships with industries. The Department of Labor (DOL) has reported wrapping up experimental efforts to develop industry-based skill standards. The DOL has completed 15 out of 20 standards for non-professional occupations, with 10 of the standards electronically accessible through the Internet. The Department of Education will continue to fund 16 grants to pilot industry-based skill standards for approximately one more year.

Revision of the GATB

The Department of Labor (DOL) has been conducting an extensive research effort to put the finishing touches on the revised General Aptitude Test Battery (GATB). The new paper and pencil version of the GATB is nearing completion, and is reported to have a new "contemporary" look to it. The DOL has developed two new forms of the tests, and has completed an intensive equating study to link both forms back to the "original" GATB Form A. Former GATB test users will notice several changes from the old version, including the elimination of the form matching test and a decreased number of items across all subtests. The reduction of items will greatly reduce the speeded aspect of three of the subtests, and will place more emphasis on the power nature of the subtests. The new version includes subtests in verbal and quantitative aptitude, spatial, form, and clerical perception, and psychomotor aptitude. It is not known at this point when the revised GATB will be implemented in the United States Employment Service.

The Assessment Research and Development Program (ARDP) of the DOL is also developing two forms of a computerized adaptive version of the GATB (CAT-GATB). Six of the 11 GATB tests are being computerized, with the remainder comprised of psychomotor tests that are not readily amenable to computerization at this time. The Assessment Research and Development Program will conduct additional research which includes an equating study to test the reliability and construct validity of the CAT-GATB. Data collection for this study will begin in the near future.

The Student Network

Greg E. Lovisckу
Bryan C. Hayes
Old Dominion University

Before we introduce the latest Student Network article, a little house-cleaning is in order. Hopefully, everyone has had the opportunity to complete the Student Member Survey contained in the last issue of **TIP** (July, 1995). Thanks to those people who have already sent their completed response sheets. For those who have not yet submitted their completed forms: it's not too late! See the instructions and address contained in the July **TIP.** Results will be presented in an upcoming issue of the Student Network. Also, thanks to all students who volunteered to be their program's student representative. You may be asked to contribute to a future article of the Student Network. In the meantime, please encourage the other students in your program to complete and submit their Student Member Survey response sheets.

This edition of the Student Network features an article that applies the vast amount of organizational socialization literature to graduate school students first year experience. Hopefully, this article should provide insight as to what new students can do for themselves, as well as to what experienced students and faculty can do for the newcomers who are making the transition.

Using Socialization Literature to Shed Light on the First-Year Transition

Catherine S. Clause
Michigan State University
Robert B. Kaiser
Illinois State University
Sylvia G. Roch
Texas A&M University

Graduate programs in psychology have traditionally signaled the entry of individuals into their chosen profession. In this sense, graduate school is analogous to an individual's first job in a particular area. Socialization processes that take place when an individual is adjusting to graduate school are similar to those that occur when an individual is adjusting to a new job. Not only is the individual attempting to adjust to greater demands on their time and intellect as they train to become a full-fledged industrial/organizational psychologist, but there is also the task of adapting to a new group of people (i.e., faculty, students, and staff in the graduate program) and new surroundings.

Applying Socialization Literature

Although there has not been much research directly linking organizational socialization with graduate student socialization (for an exception, see Gully, 1994), there are several ways in which organizational socialization research can be beneficial in understanding graduate school socialization. It is important to understand the processes whereby new students assimilate to graduate school, because these processes can have important implications for the development of future professionals and the quality of their contributions to a discipline. There is a fairly large literature on graduate student socialization that deals with the challenges of becoming a member in a specific field. The focus, for the most part, is on the professional socialization processes that occur over the course of an individual's tenure in graduate school.

Professional socialization, however, represents only one of the major processes that start to occur when an individual first enters a graduate program. A new graduate student must also adjust to a new organization, the graduate program itself. During this organizational socialization process, newcomers must obtain and assimilate a large amount of information in order to make sense of their surroundings. Fisher (1986) described four general content areas in which learning takes place during socialization. The first is learning how to do the job, including skills, knowledge, scripts, and schemata. The second area is learning how to function in the work group, including work values, norms, and friendships. This third area is learning about the organization, which involves organizational values, goals, culture, and climate. The final area of learning is what Fisher (1986) describes as learning about the self, which has also been discussed as learning about the individual's role in the organization and how this role fits the self-identity of the individual. Other researchers have used similar descriptions of socialization content areas (Ostroff & Kozlowski, 1992; Morrison, 1993a; Morrison, 1993b).

Learning about each of these content areas is important in order to successfully become an insider in the new organization, in this case, the graduate program. It is necessary to learn how to do job tasks in order to perform successfully and continue in the program. It is important to develop good working relationships with other people in the program because the new graduate student will have to work with these individuals both in class and on projects, and because insiders in the graduate program can assist in the development of new graduate students. Learning about the organization is especially important because this is the information that is used by the individual to gain access to resources that are needed for successful performance. Learning about role expectations helps the newcomer determine which resources are needed for performance.

What Can First-Year Students Do?

One way for newcomers to learn this information is by proactively seeking it, either directly, by making inquiries of organizational members, or indirectly, by observing the interactions of insiders. Many times there are no formalized socialization procedures to acquaint newcomers with the types of information needed to become assimilated in the organization, or existing procedures do not present a complete picture of what newcomers need to know to adapt to the organization. Proactive information seeking can fill these knowledge gaps. Research has shown that the frequency of proactive information seeking behavior on the part of the newcomer is positively related to several organizational socialization outcomes, including performance, adjustment, job satisfaction, organization or job commitment, and turnover intentions (Louis, Posner, & Powell, 1983; Ostroff & Kozlowski, 1992). Proactive information seeking on the part of new graduate students involves establishing ties with other individuals in the new environment. This is especially important because it is rare that a graduate program has formal procedures in place to disseminate the information necessary for newcomer assimilation. Certain studies have identified the critical role that supervisors and peers play as information sources for organizational newcomers (Louis, Posner, & Powell, 1983; Ostroff & Kozlowski, 1992). Supervisors and peers can also be important sources of social support, which can reduce stress resulting from uncertainty and unmet expectations during the socialization process and further ease the transition to organizational insider (Fisher, 1985). This parallels work in the graduate student literature that emphasizes the role of both faculty and other graduate students in providing the new graduate student with information and support (Glenwick & Burka, 1978; Bargar & Mayo-Chamberlain, 1983).

In order to better direct information seeking behavior, a newcomer must first learn what to learn and learn from whom to learn (Fisher, 1986; Gully, 1994). This involves developing a framework for interpreting socialization information that includes initial impressions of the importance of different activities and initial impressions of the roles of different individuals in the setting with respect to these activities (Louis, 1990; Morrison, 1993b). It is only after newcomers have established this framework that they can compile task, group, and role knowledge in a manner that will be beneficial for adaptation to the new organization.

What Can Experienced Students and Faculty Do?

Although much of the recent literature on organizational socialization has emphasized the proactive role of newcomers in their own socialization, it is important not to forget the role of organizational insiders in providing newcomers with information, especially for the initial task of learning what to learn. Feldman (1976) has suggested that it may be necessary to establish ties with insiders before gaining task competence because insiders can influence or even control the amount and type of information which is accessible to newcomers. Insiders can also advise newcomers as to the credibility of different sources of information. As a result, newcomers can develop a more accurate framework for understanding the new organization (Feldman, 1981).

Passive receipt of information may lead to more information seeking on the part of the newcomer, possibly because it is the passive receipt of information that allows the newcomer to better direct their own information seeking activities (Ashford, 1986; Morrison, 1992). Reichers (1987) postulated that insider, as well as newcomer, proaction in information exchange would result in faster adaptation. There has been some support for this statement in a study by Major and Kozlowski (1991), which found that while both proaction from insiders and proaction from newcomers were related to newcomer adjustment, the greater effect came from proaction on the part of insiders.

Proactive attempts on the part of faculty and experienced graduate students to establish ties to new students are especially important for the socialization of new graduate students because it is likely that new students do not know the relative importance of different types and sources of information in their new setting (Gully, 1994) and have not yet established informal communication networks to elicit information. It is especially beneficial for new students to talk to more experienced students, because the experienced students have a great deal of knowledge about the culture and climate of the graduate program. Making inquiries of peers may have fewer perceived social costs (e.g., appearing incompetent) for the new student than making inquiries of faculty (Glenwick & Burka, 1978; Louis, 1990).

The conclusion for new graduate students to draw from the research on organizational socialization is that proactive information seeking behavior facilitates adaptation to the graduate program. There are rarely any formal procedures for new students to learn about the climate and culture of the graduate program and the role they are expected to play in it; it may be impossible to completely formalize this learning process even if it were attempted. Research has shown the importance of peers and supervisors as sources of information and support in the socialization setting. The new student can better their chances of getting the information they need when they need it by proactively initiating ties with faculty and more experienced graduate students.

Faculty and experienced graduate students can ease the transition of new graduate students by also being proactive in communicating with new graduate students, particularly when the new student first enters the graduate program. During this time, the new student must learn what they need to learn and from whom they need to learn, and this information is best communicated by insiders in the program. It is especially important for experienced graduate students to assist new graduate students because they have been through the adjustment process themselves and, more or less, perceive the graduate

program from the same vantage point as the new students. It is also to the advantage of experienced graduate students to help socialize new graduate students because this can lead to a more cohesive, and possibly more qualified, student body, which may translate to a stronger department as a whole. This can enhance the reputation of students from the program who are entering the job market.

The recent focus on information exchange between newcomers and insiders in the organizational socialization literature is particularly relevant to understanding graduate school student socialization. It is necessary for new graduate students to create a framework for processing a large amount of information on diverse topics related to adapting to the graduate program. This literature can be helpful in managing and improving the graduate socialization process, both from the perspective of the newcomer and from the perspective of the faculty and more experienced graduate students. Successful organizational socialization, in turn, may contribute to successful professional socialization because newcomers who are well-assimilated to their new setting can take better advantage of the developmental opportunities offered.

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Practice Network

Thomas G. Baker

Micro Motion, Inc.

Practice Network provides a forum for the discussion of practitioner ideas, opinions and issues. This column works because you get involved. I can always be reached at (303) 530-8143 and hope you find something of interest in the features this month.

"Managers, Start-up Your Company!"

Practice Network enjoyed a conversation with **Chuck Consentino** (DDI, Pittsburgh) about the work he has been involved in with plant start-ups. Chuck heads up the DDI business unit for new plant start-ups and employee and leadership assessment and selection.

Work in the plant start-up area did not begin formally for DDI until 1987 with a Toyota contract in Lexington, KY. Until that time, Chuck feels assessment centers were not in widespread use below the supervisory level. With DDI's plant start-up work for the selection of leadership <u>and</u> line personnel, assessment centers play a key role.

Since the near-famous Toyota contract, DDI has continued to work with almost every other auto manufacturer, including Ford and VW in Portugal, GM in Mexico and BMW and Mercedes in the US as well as non-automotive businesses such as Colgate, Sony, Miller Brewing, and Kraft Foods. In all, more than 200 plant start-ups! This is definitely consulting at the big persons level!

A typical DDI customized selection process used in start-up facilities might have six steps; (1) An orientation session used to inform, inculcate or preview the plant and it's jobs to prospective employees (the selection ratio is many times to one in the company's favor), (2) an application is taken, (3) written testing is conducted and a (4) brief behavioral interview is held (both testing and interviews are intended to isolate very broad job-relevant dimensions, such as job fit motivation and work standards), (5) an assessment center is conducted followed by a (6) behavioral interview focusing on job specific skills. Chuck estimates it takes about three to four hours for the written testing and brief behavioral interviews, six hours for the center and another two to three hours for the final behavioral interview.

Bill Byham says the job analysis method utilized for plant start-up jobs (which in most cases do not yet exist) includes a "how-far, how-fast analysis" which Chuck defines as a "visioning process in which the leaders of the new organization establish the vision for employee involvement in their plant." Working from a list of all possible operational and personnel related tasks, such as ordering parts and performing preventative maintenance, to hiring new employees and arranging vacation schedules, the leaders identify who will perform which task, thereby establishing their vision of what they will empower each level of employee to do. From there, DDI is able to infer the necessary skills and abilities to set up the selection process. Chuck notes, "A trend we've seen is for companies to request us to identify and assess the core competencies that are closely aligned to the company's strategic objectives as well as the job specific skills and abilities." Given the list of key competencies, Chuck also "uses this analysis to not only set up the employee selection procedures but to help them align training, job design and other systems with the company's vision of employee involvement."

At this point much of their work is in the manufacturing sector. You might think, what the heck — that is only one sector of the US economy. And you would be right, but DDI is doing this on a global scale—UK, Portugal, Mexico, Canada and more. Chuck credits the phenomenal growth of this group within DDI to companys' movement towards high involvement/team environments. Thanks, Chuck Consentino, for sharing your experience with *Practice Network.*

EEOC Sues Exxon for Violation of the ADA

On June 28, the EEOC filed suit against Exxon in the US District Court of the Northern District of Texas. The EEOC is suing Exxon for establishing a policy which allegedly discriminates against employees based on their past histories of substance abuse.

Exxon has a policy that excludes individuals with a history of substance abuse from certain "designated safety positions" and demoted two employees based on having undergone substance treatment in the past. For one employee it had been ten years, for the other twenty-five years since treatment.

The EEOC alleges that Exxon violated Title I of the ADA by refusing to assess their employees' current ability to safely perform the essential functions of their jobs. This is not to say, the EEOC states, that employers cannot consider an employee's substance abuse history — however, it must be an individualized assessment of the direct threat the individual poses to himself or others. A company cannot establish a blanket-policy for all employees with a history of substance abuse.

Boehm's Views On Changes for I-O

Practice Network was pleased to catch up with busy Maine psychologist **Virginia Boehm** (Assessment and Development Associates, Portland, ME) to chat about how she sees changes in the workplace affecting I-O psychologists.

Our conversation fell into four categories: (1) The disappearance of traditional job categories, (2) The changing contract between employee and employer, (3) Conducting research in organizations, and (4) Working with (aghast!) non-quantitative data.

Virginia feels that entire job families have evolved or vanished out from under our noses. A secretary is on the endangered species list - "Those that are left are either information specialists or administrative assistants," she notes. The management job family is also undergoing massive change. Lots of research and prior knowledge we have as I-O psychologists is (or should be) thrown out the window, including the assumptions we have made about skills and skill level proficiency, because "the stereotypes of what used to make a good manager are not true anymore." As downsizing of the past few years has reduced management chaff, the sophistication of the remaining managers has increased.

The second area of change is that of the social contract between employers and employees. In times past, the good ol' IBM model was to campus recruit fresh faces and over a period of years dump thousands of hours and dollars into their care, feeding and upbringing. (Wasn't the Management Progress Study carried out over 20 years at AT&T?) The payoff in this approach was defensible because the situation was stable - the recruits stuck around long enough for the company to recoup their investment. Gini feels we are moving from a "Human Resources" model to a just-in-time "Human Inventory" design in which manpower is brought ready to do a job and then disposed of (TB: oops, I mean re-engineered) afterwards. Gini feels, "The whole society has become very 'now' oriented, we need much more immediacy and this affects I-O psychologists. Data analysis and statistics used to be an arcane mystery, but now everyone has a PC and feels they understand it, even if they don't. Try to tell a client you'll need a couple of months to analyze their statistics and they'll say, 'I want it by Friday.'"

Gini shares concerns similar to **Mike Campion** (*Practice Network*, April 1995) in regards to the loss of the industry-based research psychologist. She feels more support is needed for academia because doing research in organizations is becoming increasingly difficult.

"Until the late 70's or early 80's, Division 14 prided itself on its research-practitioner orientation. I feel a lot of this is lost now," Gini says, singling out **Ken Wexley, Milt Hakel, Paul Thayer** and **Manny London** amongst others who are keeping the scientist-practitioner mantle burning brightly.

The best scientist-practitioner conference Gini ever attended occurred at the Center for Creative Leadership in 1981. Two outgrowths of this conference are books that Gini has on her "must read" list: (1) *Making it Happen: Designing Research with Implementation in Mind* by **Hakel, M. D., Sorcher, M., Beer, M., & Moses, J.L.** Sage Publishing Company. 1982, and (2) *What to Study: Generating and Developing Research Questions* by **Campbell, J. P., Daft** and **Hulin.** Sage Publishing Company. 1982.[1]

Gini's last area of comment is about the use of "alternative" data sets in solving company problems. She says, "Just because we don't know how to measure it, does not mean we should shy away from it as non-important...we have to recognize that when we talk about data, sometimes we have to move beyond hard numbers...methodology should be something that helps us solve problems not something that defines what problems we can solve...we need to be careful that we are not so bound by our technical methodology that we lose sight of the problem the company has asked us to address." It boils down to an ability to make sense for our customers with fuzzy data and an ability to be comfortable in this arena.

Virginia Boehm, thanks for taking time out of your schedule to talk to *Practice Network*! You can reach Gini via e-mail gini@ix.netcom.com.

In the Eye of the Beholder

Practice Network had an interesting discussion with **Jeff Kudisch** (Tennessee Valley Authority (TVA), Knoxville) about research he recently completed with **Tommy Poole** (TVA) and **Tom Ladd** and the recently deceased **Greg Dobbins** (both of U. of Tennessee) on applicant reactions to selection procedures.

Jeff asserts that "we concentrate so heavily on statistical aspects of testing, we forget to include the social aspects of how people are reacting to our selection procedures into our evaluation of how our procedures are working - we forget to include measures of customer satisfaction. After all, people are not objects - they are going to react to testing situations." Jeff refers readers to research by **Heinz Schuler, Jamie Farr** and **Mike Smith**[2] to learn about some basic social issues on user acceptance of testing situations. He also credits **Jim Smither** (LaSalle U.) and **Sarah Rynes** (U. of Iowa) for leading research on this issue.

Selection is a one-way decision. Looking at user acceptance/reactions to selection processes, asks applicants, our "customers," to help us look into the mirror. And it's not for the helluvit you might do this. Do it to influence an applicant's perception of your organization (and thereby sway their decision to accept an offer of employment)[3] or to ameliorate your chances of being sued.[4] And what may be the effect on validity of a test which is widely disliked by applicants or viewed as easily faked? Face validity, perceived predictive

validity, perceived fairness, general liking, the degree of perceived invasiveness, likelihood for faking and value of the data gathered for making a selection decision are all examples of applicant reactions that can be monitored.

The team's research was conducted with nearly 200 employees put through two testing phases in a management selection process that was part of an organizational restructuring. In total, candidates took the Watson-Glaser, The Manager Profile Record (a bio-data instrument), the AccuVision situational video test, an in-basket, an assessment center and the CPI.

All-in-all, the video and actual simulations met with applicant acceptance while the biodata and personality test did not. The W-G played the middle field. Major findings of this research include work samples and simulations (whether high or low fidelity) are perceived to be more valid and procedurally just than the other selection devices. The video simulation was perceived as face valid as the assessment center. Additionally, the biodata and personality test tended to be viewed as offensive or invasive and easy to fake.

In this study, applicants favored high and low fidelity simulations over paper and pencil instruments. While most of the applicant's perceptions were consistent with empirical studies which indicate that work samples and assessment center yield validities which are superior to those of personality measures (c.f. Schmitt, Gooding, Noe & Kirsch, 1984[5]), candidates perceptions regarding the validity of biodata instruments were inconsistent with evidence which suggests that biodata and work samples are roughly equivalent predictors of job performance (Schmitt et al., 1984).

Lessons learned from this experience include a heightened awareness of the potential negative reactions associated with using personality and biodata instruments for selection purposes (e.g., in fact Jeff notes that, "Despite their empirical validity, we've temporarily stopped using such devices for selection purposes.") and the realization of the need for a better orientation process for internal job candidates as one way to dispel their high levels of test anxiety. Overall, **Jeff Kudisch** feels the more education and understanding given to selection candidates on the purposes and uses of each selection measure, the better off both the candidates and organization will be: "Let people understand why you use each measure and what the measures do," Jeff emphasizes, "Meeting this challenge means that both researchers and practitioners need to examine user acceptability, as well as validity and utility."

Jeff, thanks for calling *Practice Network* and good luck in getting this research into *Personnel Psychology!*

HRM's Future: A Change of Seasons

Practice Network was particularly pleased to have caught up recently with **Dave Ulrich**[6] (University of Michigan, Professor of Business). If you have never heard of Dave, then this piece is for you. He is the hottest thing since sliced bread, taking a prominent position as keynote speaker to the Society for HR Management's 47th annual conference, the author of over 80 manuscripts, co-director of Michigan's HR Executive Program and much more.

For years HR professionals (TB: I know it hurts, but business leaders don't see us as I-O psychologists, they see us as HR jockeys) have played the dog that spends its days chasing cars down a stretch of open road, never catching one. Finally one day, one of the cars stops on our lane. What the hell are we to do now? Dave's mission is to salvage the "tragedy of isolated HR professionals." He believes it is time for us to stop just talking about becoming business partners and actually do it!

Dave feels the rules of competitiveness are headed into their fourth season. In Dave's parlance, the first three seasons are comprised of (1) the financial season "where competitiveness came from reducing cost, increasing efficiency and leveraging capital," (2) the second was the manufacturing season with its "focus on inventory management, automated technology and new production processes improvements," and (3) the third was a season "focused on customers with product features, market strategy and differentiation being the competitive jargon."

He emphasizes, "A fourth season has emerged. This season focuses on the organization as a competitive advantage. I define 'organization' referring to both the people and the processes within a firm which add value to customers. Organization has moved to the competitive forefront."

There are several climactic forces driving us into the season of organization as a competitive weapon:

1. Parity. Competitors are able to copy financial, manufacturing and marketing strategies. Copying a company's organization is a tad bit more difficult.
2. Demographics. Take your pick from the following grab bag of challenges; the increasing diversity of "Workforce 2000," significant corporate restructuring with the concomitant layoffs, job restructuring, motivational issues, et al. and sourcing/skill problems. Dave finds the measures of time required to fill strategic jobs increasing all over our country.
3. Leveraging core competence. In a fascinating turn of the tables, Dave comments, "Traditional strategic models suggest that structure follows strategy; once a firm has a strategy in place, managers craft an organization to deliver it. A new model articulated by **C.K. Prahalad** and **Gary Hamel**[7] suggests that the firm represent a set of core competencies which can be leveraged to define the company's strategy. From this perspective, organization competence becomes the dominant competitive advantage."

4. The intermingling of employee and customer attitudes. **Ben Schneider, Dave Bowen** and **Len Schlesinger**[8] have found a strong correlation between employee and customer attitudes and believe employee attitudes may be used predictively for the early detection of customer attitudes.
5. Intellectual capital. Dave asks, "If you had to make one set of decisions for your primary competitor for the next six months, what would you like to control?", and states, "I posit that controlling the people pipeline for 6 months will determine their competitive position for 6 years." He feels this is especially true in the service industry.[9]
6. Pace of change. In Dave's view, a manager's key job is to "learn to create a capacity for change. Essentially, capacity for change comes from the flexibility of people and processes within the organization." This is a significant HR challenge and one tied directly to the long-term competitiveness for most any organization.

Dave Ulrich is very optimistic about the future of HR and cites top companies such as Eastman Kodak, Sears, GE and Amoco that, to fulfill key strategic goals, have focused on the role their human resources play in goal achievement and the importance of bringing aboard the right HR executive.

"In this season of organizational competitiveness, we should remember that each season has unique attributes. No one approach will dominate competitiveness. However, if HR professionals can not leverage their organization, they will be left behind," Dave asserts. Thanks Dave for sharing your views with *Practice Network*!

Comment on Recent TIP Article on Banding

David Arnold (Reid Psychological Systems, Chicago) writes that although the article entitled *The Current Status of the Judicial Review of Banding: A Clarification*[10] provided extensive insight regarding the issue of banding, it is important to note that appellants did attempt to challenge the banding procedure under the Civil Rights Act of 1991. (See *Officers for Justice v. Civil Service Commission*, 979 F. 2nd 721(9th Cir.1992).)

Specifically, appellants argued "that §107(a) of 1991 Act, amending Title VII, prohibits the consideration of race as a factor in any employment decision," at p. 725. Although the Ninth Circuit did address whether the 1991 Act was retroactive (the district court's ruling was prior to passage of the Act), it did dispose of the issue raised by appellants. The court held that appeals were not in violation of §107 because §116 states that "Nothing in the amendments made by this title shall be construed to affect court-ordered remedies, affirmative action, or conciliation agreements, that are in accordance with the law." However, as indicated by the previous article's authors, the court did not address the issue of whether banding was legal without the exclusionary effect of §116.

Appellants also argued in a reply brief "That banding is prohibited by §106 of 1991 Act." However, the appellate court declined to address this issue because it was not raised earlier.

Consistent with the conclusion of Barrett, Doverspike and Arthur, banding per se has not been endorsed by Ninth Circuit nor the US Supreme Court. However, as evidenced by the appellant's arguments in *Officers for Justice*, the practice of banding is fertile ground for §106 and §107 challenges.

Thanks to **David Arnold** and **Kristine Kroeker** (Reid Psychological Systems) for the various legal updates throughout *Practice Network*.

Career Management for I-O Psychologists

Practice Network recently had the most interesting conversation with **Adrienne E. Zimberg, Ph.D.** (American Express, New York City) and **Joy McGovern-Hraber** (Manchester Partners, International, Parsippany, NJ) following their successful roundtable presentation at the SIOP conference this past May.

Adrienne comments, "I-O psychologists advise their clients, employees and students on career management, but there is not a great deal of information for us on this topic. As a critical part of our progression and development, this is an area we need to be concerned with." Joy adds, "A lot of people who have worked in one position, such as personnel research, never thought that the work would not be there. It is time for our group to evaluate the career options we have."

What Adrienne and Joy, as well as **Mariangela Battista** (IBM, North Tarrytown, NY), **Donald Teff** and **Richard Mercer** put together for METRO is a career management program specifically tuned to the needs of the I-O community.

The self-managed METRO Career Symposium team was organized in the Summer of 1993. They conducted the day-long career program in March of 1994 and drew over 100 New York area I-O psychologists and students from area colleges, businesses and consulting firms. This program was a great success and the team is willing to share their knowledge with other professional groups, colleges or companies!

The career management program was designed as a series of mini-workshops in the morning partitioned into three career tracks - entry, mid and late career. Workshops were targeted to each career track based on an extensive needs assessment survey administered in late 1993. The afternoon sessions involved workshops on more general topics and, as a special feature, included individual career counseling. "The line was out the door" for career

counseling, Adrienne observed. This one-on-one attention was an important part of the success of this program.

Although the needs assessment survey was answered by a well-rounded balance of experienced as well as inexperienced I-O psychologists (which helped the team target career issues appropriate to each level), 70% of the actual attendees were at an entry career stage. The team was also challenged with the Masters vs. Doctorate issue and it's implications for career management.

Adrienne and Joy feel very strongly this is an idea whose time has come and are open to helping others learn from their experience. "We know there is a need for this in other places besides METRO," they say, offering to work with other professional groups or interested parties set up their own career management programs. Interested? Contact Adrienne at (212) 640-3611 or Joy at (201) 539-9100.

Stuff Your Box With Mail

Did you know there is a way to automatically receive Internet mail on a plethora of I-O and related topics? If you are really good you can even send a question or opinion to thousands of academics and practitioners with the push of one button.

The magic to all of this is what are called mail lists (listservs usually). If you have access to Internet e-mail you can join a mail list quite easily. And, boy, if you join a couple of these you can really stuff your e-mail box with mail! To subscribe (or unsubscribe), you send an e-mail to a mailing list program. Here is a brief sample of some of the mailing lists out there for the asking.

HRNET

According to HR Magazine, this is the best HR-related listserv of them all.
To subscribe send email to: listproc@cornell.edu.
Leave the Subject line blank. In the body of the message, type:
subscribe hrnet your name
If you access the World Wide Web, visit http://www.shrm.org.

Discussion List Devoted to I-O Psychology and Organizational Behavior.

To subscribe, send email to: listserv@uga.cc.uga.edu
With questions, send email to John Cofer: utcc.cofer@gw.utk.edu.
958 participants.

European Association of Work and Organizational Psychologists

To subscribe, send email to: listserv@hearn.nic.surfnet.nl
With questions, send email to Johannes M. van Veen: jmvanveen@sara.nl
269 participants.

TeamNet List sponsored by the Center for the Study of Work Teams

To subscribe, send email to: roquemor@terrill.unt.edu and ask Kevin Roquemore to put you on the TeamNet list. 400 participants. About 25-30 messages each week.

Human Resources Division Network

To subscribe, send email to: listserv@cornell.edu
With questions, send email to John Boudreau: john-boudreau@cornell.edu
1536 participants.

Organizational Issues Clearinghouse

To subscribe, send email to: listserv@ursus.jun.alaska.edu
Web address: http://haas.berkeley.edu/~seidel/ad.html
With questions, send email to Marc-David Seidel:
dseidel@cmsa.berkeley.edu
869 participants.

TQM in Manufacturing and Service Industries Discussion List

To subscribe, send email to: listserv@pucc.princeton.edu
With questions, send email to James Reese:
505040@univscvm.csd.scarolina.edu
2119 participants.

Lists of these sorts go on and on. If you want a list of all lists known to exist to the Academy of Management, you can get it in two ways:

1. Send an e-mail to: listserv@ursus.jun.alaska.edu. Leave the subject line blank. In the body of the message, send the instructions: get gopher ma-info. You'll be sent instructions by the computer in Alaska.
2. Send *Practice Network* an e-mail at vtcj69a@prodigy.com. Include your snail mail address and I'll send you a copy. (Sort of a mix of old and new technologies, don't you think?)

Noah's Ark Berths: 2 More I-O Groups Discovered

European Association of Work and Organizational Psychology (EAWOP).

A network of networks linking together I-O groups from several European nations. Newsletter and regular conference. Reach the EAWOP Secretariat at Coosemanstraat 100, 3010 Leuven, Belgium. Telephone. FAX to 32-16-25-7815. E-mail Johannes M. van Veen at jmvanveen@sara.nl.

Puget Sound Association of I-O Psychologists.

This two-year old group has over fifty members in the Seattle area. Quarterly luncheon meetings and periodic continuing education. Contact Peter Scontrino at (206) 392-5694.

Thoughts on Behavioral Interviewing

Practice Network recently caught up with **Richard Joines, Heidi Hill** and **Will Osuma** (Management & Personnel Systems, Walnut Creek, CA). You may know Richard as "Mr. In Basket" for his renowned General Management In Basket (GMIB). Richard is now developing the National Interview Library and has some interesting notions on behavioral interviewing.

Richard is concerned that many companies have gotten away from the original research on behavioral consistency model proposed by **Frank Schmidt, James Kaplan** and **Stephen Bemis,** at the USOPM in the 1970's. Richard feels, "Following this publication, the behavioral consistency model gained widespread influence and lots of advocates, but there were too many deviations from the original theories."

One of the key deviations is in the way behavioral interviews often result in a test of recall instead of a test of prior performance. We "spring questions" on candidates during an interview, "Tell me about a time when...". We train interviewers to tolerate silence to ameliorate the memory factor, but it still plays a role. Schmidt et al. went to significant lengths to reduce the role of recall.

Richard also feels the original behavioral consistency model is less leading and more results focused than what he sees pass as behavioral interviewing nowadays. He says, "We often sacrifice validity in the interest of achieving greater reliability." Recent research by **A.I. Huffcutt**[11] shows the interrelationship between interview structure and validity. Interviews are broken into four levels of structure, from very little to nearly complete. Huffcutt found that "level three" (opening questions are almost completely pre-written, a pre-established scale exists, unstructured probing occurs) is the peak of validity, and that going beyond this level does not contribute to increased levels of predictive validity. Thus, increasing interview structure beyond a certain point does not result in commensurate increases in validity.

Richard feels the behavioral consistency model fits approximately between levels three and four in Huffcutt's typology. As he utilizes it, a behavioral consistency interview has three steps: (1) Describe the skill of interest. Ideally this is done prior to the interview, so that the candidate can study the dimensions, (2) Ask general opening questions to get the candidate focused on a specific behavioral situation that relates to the dimension of interest, and (3) Allow for multiple, structured interview probes.

Thanks Richard for sharing your thoughts with *Practice Network*!

Every once in a while I run across something that strikes me reminding me that, besides being active professionally, I am also a human being, as eager and hopeful and, sometimes, as fragile and tentative as everyone else. A well-known, internationally traveled I-O figure recently wrote the following personal testimony about his human side:

> *"My experience has been that most highly successful, individually achieving people have buried within them, slightly below the surface, a persistent feeling of inferiority that quietly nags at them, saying: 'You are an impostor; you are in over your head; you don't belong in this highpowered company.' The major reason that I can quote that voice so well is that I also hear him muttering to me."*[12]

Rarely do you read something so revealing, so personal, so human. Perhaps we're all regular people after all.

Contact *Practice Network* by calling **Thomas G. Baker** at Micro Motion, Inc. in Boulder, Colorado. Reach me via phone at (303) 530-8143, FAX at (303) 530-8007 or e-mail to VTCJ69A@prodigy.com.

Endnotes

1. Unfortunately, both of these books are out of print.
2. Schuler, H. (1993). Social validity of social situations: A concept and some empirical results. In H. Schuler, J.L. Farr & M. Smith (Eds.), *Personnel Selection and Assessment: Individual and organizational perspectives.* Hillsdale, NJ: Lawrence Erlbaum Associates.
3. Rynes, S.L. (1992) Who's selecting whom? Effects of selection practices on applicant attitudes and behaviors. In N. Schmitt & W. Borman (Eds.), *Personnel selection in organization* (240-274). San Francisco, CA: Jossey-Bass.
4. Gilliland, S.W. (1993). The perceived fairness of selection systems: An organizational justice perspective. *Academy of Management Review, 18* (4), 1-41.
5. Schmitt, N., Gooding, R.Z., Noe, R.A., & Kirsch, M. (1984). Meta-analysis of validity studies published between 1964 and 1982 and the investigation of study characteristics. *Personnel Psychology, 37*, 407-422.
6. Catching up with Dave is like slipstreaming a hurricane. In the modern way, we traded voice mails and FAXes to put this piece together. Much of the grist of Dave's comments come from a column he had previously written for *Human Resource Executive.*
7. Hamel, Gary and Prahalad, C.K. 1994. *Competing for the Future.* Cambridge, MA: Harvard University Press.
8. Schneider, Benjamin and David E. Bowen. 1995. *Winning the Service Game.* Cambridge, MA: Harvard University Press.
9. See James Brian Quinn's *The Intelligent Enterprise.*
10. **TIP**, July 1995, pages 39-43 by Gerald V. Barrett, Dennis Doverspike and Winfred Arthur, Jr.
11. A.I. Huffcutt and Winfred Arthur, Jr. *Journal of Applied Psychology.* 1994.
12. This whodunit will not be credited to anyone specifically in hopes of reminding other professionals to express their personal feelings.

Upcoming Conferences and Meetings

This list was prepared by **David Pollack**. 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

Oct 9-13 Annual Conference of the Human Factors Society. San Diego, CA. Contact: The Human Factors Society, (310) 394-1811.

Oct 26-27 Fall Conference of the Personnel Testing Council of Southern California. Topic: Challenges in Personnel Testing: The Role of Selection in Changing Organizations. Newport Beach, CA. Contact: Kristine Smith, (909) 387-6086.

Oct 31-Nov 5 Annual Convention of the American Evaluation Association. Vancouver, BC. Contact: AEA, (804) 225-2085.

1996

March 6-9 First Biannual Biodata Conference: Theoretical Issues and Developments in Biodata Research and Practice. Athens, GA. Contact: Dr. Garnett Stokes, Applied Psychology Program Chair, Department of Psychology, University of Georgia, (706) 542-2174.

April 8-12 Annual Convention, American Educational Research Association. New York, NY. Contact: AERA, (202) 223-9485.

April 9-11 Annual Convention, National Council on Measurement in Education. New York, NY. Contact: NCME, (202) 223-9318.

April 25-28	Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (419) 353-0032.
May 14-17	24th International Congress on the Assessment Center Method. Washington, DC. Contact: DDI, (412) 257-3952.
May 21-24	First International Conference on Applied Ergonomics (ICAE). Istanbul, Turkey. Contact: ICAE Secretariat, Fax: +90-212-240-7260, Bitnet: isozok@tritu.bitnet.
June 2-6	Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100.
June 22- July 2	Annual Conference of the American Society for Public Administration. Atlanta, GA. Contact: ASPA, (202) 393-7878.
June 23-26	Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440.
June 23-27	Annual Conference of the International Personnel Management Association Assessment Council. Boston, MA. Contact: IPMA, (703) 549-7100.
June 29-July 2	Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, (202) 783-2077.
Aug 4-8	Annual Convention of the American Statistical Association. Chicago, IL. Contact: ASA, (703) 684-1221.
Aug 9-13	Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA, (202) 336-6020.
Aug 11-14	Annual Meeting, Academy of Management. Cincinnati, OH. Contact: Academy of Management, (914) 923-2607.
Nov 3-6	16th O.D. World Congress. Cairo, Egypt. Contact: Organizational Development Institute, (216) 461-4333.

CALLS & ANNOUNCEMENTS

1996 APA SCIENTIFIC AWARDS PROGRAM: CALL FOR NOMINATIONS

The American Psychological Association (APA) invites nominations for its 1996 awards program.

The Distinguished Scientific Contribution Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Contribution Award for the Applications of Psychology, you should provide a nomination form, nominee's current vita with list of publications, letter of nomination, up to five representative reprints, and the names and addresses of several scientists who are familiar with the nominee's work.

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. For the 1996 program, nominations of persons who received doctoral degrees during and since 1987 are being sought in the areas of applied research/psychometrics, social/personality, perception/motor performance, and biopsychology/animal learning and behavior. To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, nominee's current vita with list of publications, and up to five representative reprints.

To obtain more information, please contact **Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-Mail, SSW.APA@EMAIL.APA.ORG.**

The deadline for all award nominations is February 1, 1996.

DIVISION OF CONSULTING PSYCHOLOGY OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

CALL FOR NOMINATIONS: 1996 RHR INTERNATIONAL AWARD for Excellence in Consultation

The **RHR International Award** is given to an APA member whose career achievements reflect outstanding service to organizations, public or private, by helping them respond more effectively to human needs. Primary emphasis is placed on the practice of consultation rather than other accomplishments in the field, such as teaching, research or publications. This award, accompanied by a check for $1,500, is funded annually by the consulting firm of RHR International in honor of a founding member who epitomized the standards of excellence which they and the Division of Consulting Psychology seek to perpetuate. Nomination dossiers should include a letter of nomination, the nominee's current resume or c.v. and appropriate supporting documentation such as letters from colleagues or clients, publications, or other evidence of the significance and impact of the nominee's work.

Send Nominations to: **Paul Lloyd, Ph.D., Chair, Division 13 Awards Committee, Lloyd & Associates, 808 Alta Vista, Cape Girardeau, MO 63701.**

Nomination Deadline. . . January 15, 1996.

DIVISION OF CONSULTING PSYCHOLOGY OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

CALL FOR NOMINATIONS: 1996 HARRY LEVINSON AWARD for Excellence in Consultation

The **Harry Levinson Award** is given to an APA member who has demonstrated exceptional ability to integrate a wide range of psychological theory and concepts and convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations. This award, funded by the earnings from a trust fund established by Harry Levinson and administered by the American Psychological Foundation will offer a check for $1,000. Nomination dossiers should include a letter of nomination, the nominee's current resume or c.v. and

appropriate supporting documentation such as letters from colleagues or clients, publications, or other evidence of the significance and impact of the nominee's work.

Send Nominations to: **Paul Lloyd, Ph.D., Chair, Division 13 Awards Committee, Lloyd & Associates, 808 Alta Vista, Cape Girardeau, MO 63701.**

Nomination Deadline. . . January 15, 1996.

CALL FOR MANUSCRIPTS ON 360° FEEDBACK SYSTEMS

Group & Organization Management is currently soliciting manuscripts for a special issue on issues regarding research and implementation of 360° (or multirater) feedback systems in organizations and other applied settings. Manuscripts should involve empirical research findings from actual 360° feedback efforts (either quantitative or qualitative), a focus on methodological and organizational issues inherent in implementing such systems, or the building of conceptual models to guide practice and research.

Possible topics include identifying and minimizing ratings effects and differences in multi-rater perspectives, linking ratings to other existing and/or acquired performance measures (e.g., profits, sales, appraisals, bonuses), the contribution of personality variables and how they influence the 360° process, issues and measures of effectiveness of these systems over time, and case/content related discussions regarding organizations that are starting such efforts and/or others that have already have effective systems in place (e.g., regarding culture, reward systems, communication issues, leadership, etc.).

The deadline for submitting manuscripts is January 15, 1996, however, early submissions will be appreciated. Questions can be directed to either one of the guest editors: **Allan H. Church, Ph.D.** at **(914) 738-0080** or **David W. Bracken, Ph.D.** at **(612) 337-8289**. All manuscripts will be subjected to the standard *G&OM* peer review process. Mail papers directly to: **Michael J. Kavanaugh, Editor, *Group & Organization Management*, School of Business, SUNY, Albany, NY, 12222, (518) 442-4956.**

Call for Papers
MANAGERIAL COMPENSATION AND FIRM PERFORMANCE

The *Academy of Management Journal* will feature a special issue on managerial compensation and firm performance. Guest co-editors will be Luis R. Gomez-Mejia and Harry G. Barkema.

The special issue intends to improve our understanding of what determines managerial pay, and how it interacts with internal and external forces to impact firm performance. Social scientists examining these issues have emphasized notions such as fairness, power relationships, networks, and internal structural factors. Agency theorist have emphasized pecuniary incentives and the role of governance. Strategic management researchers have documented correlations between managerial pay, strategy, and performance. We invite you to lower the boundaries between these areas and provide more insight regarding the above research question.

While not restricted to specific topics, ideally submissions should fall in one or more of the following categories:

- Most previous studies of managerial pay use US data. Yet, the scarce evidence on other countries suggests important cross-country differences. We encourage submissions exploring such unique configurations of national culture (e.g., notions of justice and fairness, work values), internal and external corporate governance (e.g., takeover markets, large blockholders), power systems, and the like;
- Submissions that develop integrated frameworks bridging two or more disciplines;
- Submissions that use novel methodologies and unconventional data sources (e.g., other than *Compustat,* or similarly archival sources).

Authors should follow AMJ's "Style Guide for Authors." Please send five copies of the paper to **Angelo DeNisi, *Academy of Management Journal,* Institute of Management and Labor Relations, Livingston Campus, Rutgers University, New Brunswick, NJ 08903-5062.** Papers must be received before April 5, 1996. A first selection of papers will be presented at the Workshop "Managerial Compensation and Firm Performance" to be held at CentER. Tilburg University (The Netherlands), on June 13 and 14, 1996. Accommodation will be provided by CentER for presenters of accepted papers.

CALL FOR PAPERS
ASSESSMENT CENTERS: RESEARCH AND APPLICATIONS

The use of assessment centers and assessment center methodology is widespread. In recent years, assessment center have been used, not only as a personnel evaluation and screening tool (e.g., Campbell & Bray, 1993; Thornton, 1992), but also for personnel development and training (e.g., Kudisch & Ladd, 1993; Schneider & Schmitt, 1992), and as a means for evaluating the effectiveness of education and training programs (Aguirre, Mayes & Riggio, 1995; Kottke & Mounsey, 1994). While assessment centers represent some of the best aspects of psychological and behavioral measurement (e.g., multi-method assessment; performance-based

measurement), there has been concern voiced over a number of measurement issues in assessment centers. For instance, there has been a great deal of debate and concern over the construct validity of assessment centers (Bycio, Alvarez, & Hahn, 1987; Kilmoski & Brickner, 1987; Russell & Domm, 1995; Sackett & Dreher, 1982).

While research on assessment centers continues to increase, the use of assessment centers and assessment center methods in organizations seem to be increasing at an even greater rate. There is a need to draw together pure research work on assessment center methods, and the work of practitioners applying assessment center methods to the evaluation, selection, and development of employees. To this end, we are soliciting empirical, theoretical, review, and empirically-based case study articles dealing with assessment center techniques, for a special issue of the *Journal of Social Behavior and Personality.* Previous special issues of the journal have focused on such topics as "Job Stress" and "Type A Behavior," and these special issues have been well-received. Approximate publication will be late-1996.

Papers or inquiries should be sent to: **Drs. Ron Riggio or Tom Mayes, Guest Editors, Student Assessment Center, California State University, Fullerton, Fullerton, CA, U.S.A. 92634. Telephone (714) 773-2971; Fax (714) 449-4559; Email addresses: riggio@fullerton.edu, or mayes@fullerton.edu.**

CALL FOR PAPERS

Meeting Announcement: The First Biannual Biodata Conference, sponsored by the Applied Psychology Student Association (APSA) will be held at the University of Georgia, Athens, GA, on March 8-9, 1996. This conference is intended to expand the scientific and practical understanding of biodata. Both regular and special sessions will be held during the two-day conference. Registration provides the opportunity to attend sessions scheduled for both days, as well as special events sponsored by APSA and scheduled to coincide with the conference. The emphasis for this conference is on theoretical issues and developments in biodata research and practice.

Call for Papers: Biographical information (Biodata) has long been used to predict job performance. It is one of the best predictors of performance other than cognitive abilities tests. However, one limitation of biodata is the lack of theory that accounts for biodata's effectiveness and could serve as a guide for biodata's further development. This limitation has legal, practical, and scientific implications. The purpose of the Biodata Conference is to encourage theoretical development in biodata research and to enhance the practical utility of biodata for organizations. Detailed abstracts, and proposals for symposia, workshops, or other special sessions are invited in all areas of biodata research. Papers that advance the development of the theoretical foundations of biodata or demonstrate linkages between theoretical developments and practical concerns of applying biodata in real-world settings are strongly encouraged. All submissions will be blind refereed, and those accepted will be published in the conference proceedings. Papers authored by graduate students will be incorporated into regular presentation sessions during the conference. Special sessions have been established for papers authored by undergraduate students. Abstracts should be of sufficient detail to clearly indicate the objective and the importance of the research. An abstract of a minimum of five (5) pages is required for review purposes. By submitting an abstract or manuscript, the author(s) certifies that it is not copyrighted, previously published, presented, accepted, or currently under review for presentation at another professional meeting. Submission of a paper implies that an author will register for the conference, attend the conference, and personally present the paper, if accepted. In addition, submission of a paper grants permission to audiotape and/or videotape the presentation, if the paper is accepted for other than a poster session.

Paper Awards: Awards will be given for the Outstanding Conference Paper, the Outstanding Paper authored by a graduate student, and the Outstanding Paper authored by an undergraduate student. Papers submitted for the Student Papers Track must be authored by students only, and the authors must identify themselves as students.

Program Participation: In addition to submissions from authors, paper reviewers, discussants, and session chairs will be needed. Please contact one of the Co-chairs to indicate your interest in serving as a reviewer, discussant, or session chair for the Biodata Conference. For additional information, please contact: **Dr. Garnett Stokes, Applied Psychology Program Chair, The University of Georgia, Department of Psychology, Athens, GA 30602** or co-chairs of the conference can be contacted at the following addresses:

Barry Stennett, Department of Psychology, University of Georgia, Athens, GA 30602, e-mail: STENNETT@UGA.CC.UGA.EDU, or Tony Parisi, Department of Psychology, University of Georgia, Athens, GA 30602, phone: (706) 542-2174, e-mail: APARISI@UGA.CC.UGA.EDU, FAX: (706) 542-3275.

Call for Proposals

The International Personnel Management Association Assessment Council (IPMAAC) has scheduled its 1996 conference for June 23-27 in Boston. The conference theme is "Innovations and Foundations in Personnel Assessment: Celebrating 20 years of IPMAAC". The conference will offer a diverse program and many opportunities for participation. You do not need to be an IPMAAC member to participate. Proposals are being encouraged in the following areas:

- Challenges/ innovations in personnel assessment
- The use of information technology in personnel assessment
- Examples of programs and practices demonstrating excellence in assessment
- Meeting the demands of changing organizational structures and work processes
- Historical perspectives on selection issues
- Other personnel assessment related topics

You can contact Kristine Smith, 1996 Conference Chairperson, at (909) 387-6086 for more information or to discuss program ideas.

Special Note For Students: IPMAAC strongly encourages student participation through special membership rates, special conference attendance rates and our annual Student Paper Competition.

For a copy of the submission procedures for conference presentations or the student paper competition, please contact: Marianne Ernesto, IPMAAC Secretariat, International Personnel Management Association, 1617 Duke Street, Alexandria, VA 22314, Phone: (703) 549-7100

Also, IPMAAC maintains an "electronic communications network," including a home page on the World Wide Web (http://www.webcom.com/~bwaldron/ipmaac.html), a member file library accessible via the web or FTP, and an electronic discussion list where you can ask questions and share information.

Positions Available

Programmer

Libertyville based Wonderlic Personnel Test has an immediate opening for a Windows database programmer. Required Experience: Qualified candidates will have previous database and C/C++ programming experience. Preference will be given to candidates with: Experience developing *Microsoft Access, Visual Basic* and *Client/Server* based applications. A Bachelor's degree in Computer Science or related field, and a good knowledge of statistics are a plus. Compensation is commensurate with experience.

Contact: Lyn Kuhn, Hum. Res. Dept. 247-2488
To apply Call Anytime:
1 (800) 968-5421
to complete an automated telephone application

Test Research Analyst: The Eastern Assessment Research & Development Center, the regional test research center for the U.S. Department of Labor (DOL), is seeking a research professional to conduct cutting-edge assessment research. Responsibilities include research design preparation, review and analysis of data, test validation, and writing reports and proposals relating to DOL occupational aptitude, literacy and skills tests. Some travel required. PhD/MA/MS with 1 to 2 years experience in test development and validation or personnel assessment research. Must have knowledge of SPSS/PC, IRT, and advanced statistical techniques. Excellent writing and presentation skills. Salary mid to high $40's plus NYS benefits. Minorities and women encouraged to apply. Send resume to: **Director, EARDC, NYS Dept. of Labor, One Main Street, Rm 1012, Brooklyn, NY 11201.**

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

Candidates should be advanced Ph.D. students in I/O Psychology (3rd or 4th year) or have a Master's degree in I/O Psychology. Training or 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.

These internships are full-time positions starting January 1996 or July 1996 with a duration of 6 months. Interested individuals are invited to submit a resume, internship location preference, references, and a listing of relevant course work to: **Alberto J. Galue, Ph.D., GTE Telephone Operations, P.O. Box 152092, 700 Hidden Ridge, HQW01J38, Irving, TX 75015-2092.** We are an equal opportunity employer and support workforce diversity, M/F/D/V.

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.**

GEORGE MASON UNIVERSITY, PSYCHOLOGY DEPARTMENT: seeks candidates for two tenure-track positions, rank open, in **Industrial/Organizational Psychology:**

a) **Industrial/Personnel**—research and teaching interests should focus on such areas as personnel selection, training, job analysis, performance appraisal, criterion development, etc. We are interested particularly in candidates with strong expertise in quantitative methods and desire to teach such courses at the graduate level.

b) **Industrial/Organizational**—we are seeking strong candidates with research interests in any area within I/O psychology.

Candidates for either position should have a well-defined program of research and capacity to provide leadership in their specialty area. Candidates should demonstrate an ability for high quality graduate and undergraduate teaching and the potential to gain external funding.

The Psychology Department has 30 full time faculty; Ph.D. programs in industrial/organizational, human factors/applied cognitive, applied developmental, and clinical psychology, and a large undergraduate program. GMU is located in the Washington, D.C. metropolitan area, which provides numerous cultural opportunities and convenient access to many research organizations and government agencies.

Candidates should send a vitae and request three reference letters be sent to **Dr. Richard Klimoski, MAIL STOP 3F5, George Mason University, 4400 University Dr., Fairfax, VA 22030-4444. Review of applications begins on Dec. 1, 1995, and will continue until the position is filled.** George Mason University is an Equal Opportunity/Affirmative Action Employer Organization.

FACULTY POSITION: KRANNERT GRADUATE SCHOOL OF MANAGEMENT, PURDUE UNIVERSITY: The OBHR group in the Krannert Graduate School of Management is recruiting for a tenure-track faculty position beginning Fall, 1996. We are seeking faculty at either the assistant or associate professor level who are committed to excellence in research and teaching in ORGANIZATIONAL BEHAVIOR or ORGANIZATIONAL THEORY.

OBHR is composed of nine faculty trained in management, labor relations, and psychology schools. All are active scholars with a number holding research and teaching awards, serving as journal editors and on editorial boards, and serving as officers in national professional associations. Krannert offers an MSHR, has an active OBHR Ph.D. program, and OBHR faculty teach in UG, M.S., Exec M.S., and Ph.D. programs, as well as nondegree management programs. Purdue University is a Big Ten school with approx.

36,000 students and is an equal opportunity/affirmative action employer who encourages women and minorities to apply for this position.

Interested parties are asked to send, by November 15, 1995, a vita, supporting materials, and three letters of reference to: **Stephen G. Green, Krannert Graduate School of Management, Purdue University, West Lafayette, IN 47907-1310, ph: 317-494-6852, email: green@mgmt.purdue.edu.**

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. Our staff of over 500 includes 60 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, D.C. International offices are located in Vilnius, Lithuania and Moscow.

Due to our rapid growth, we are almost continually 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, opinion surveys, and organizational change consulting.

We seek experienced I/O psychologists with a proven track record of superior project management, statistical, presentation, and oral and written communication skills. Send a resume outlining related project experience to: **Jennifer K. Burns, Human Resources Manager, HRStrategies, Inc., P.O. Box 36778, Grosse Pointe, MI 48236.** 8/95

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST: The Psychology Department of the University of South Florida is seeking candidates for a tenure-track Assistant Professor position (contingent on funding) to begin August 1996. The University of South Florida, located in Tampa, is a growing research and teaching-oriented institution with more than 36,000 students. The Psychology Department has 7 full-time I/O faculty members and a thriving graduate program in I/O. Applicants must possess a Ph.D. in psychology and expertise in I/O. Preference will be given to candidates with special interests in organizational topics such as groups, teams, leadership, motivation, organizational theory, organization development and employee well being.

Anticipated responsibilities include teaching graduate I/O and a variety of undergraduate courses and supervising graduate students' thesis and

dissertation research. The successful candidate will have a strong commitment to the highest quality research and to excellence in undergraduate and graduate teaching. Salary is competitive and commensurate with qualifications and experience. Deadline for receipt of applications is November 15, 1995.

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

SENIOR CONSULTANT: QI International is a progressive, customer measurement/consulting firm that provides innovative solutions to organizations for managing their business relationships. We are a growing firm seeking a senior-level consultant to handle sales and delivery of our unique products and services to customers in U.S. and Canada. We are headquartered in St. Paul, Minnesota with regional offices in Atlanta, Washington, D.C. and the Silicon Valley and with plans for additional expansion. The position requires customer relationship management, direct sales, interpersonal communication, organization, training and presentation skills. Senior consultant is responsible for meeting revenue goals, delivering training and consulting services, and managing customer relationships. Prefer: advanced degree, 4 years experience in business environment, consulting experience, customer and/or employee measurement background. Travel is integral part of position. Compensation: salary plus commission with a very good benefit package. Send resume with brief letter describing experience and salary requirements. No phone calls or third-party requests. Please send information to: **Business Development Specialist, QI International, Inc., 444 Cedar Street, 23rd Floor, St. Paul, MN 55101.**

SALES CONSULTANT: Questar® has an opportunity for a sales consultant in the Organizational Consulting and Research Division. We are looking for an individual experienced in the consultative selling of organizational survey research. This person should enjoy a variety of sales situations and be motivated to work with prospective clients in developing a response to their research needs.

Qualifications:

Five years experience in the consultative selling of organizational survey research—primarily employee opinion surveys and multi-rater (360°) feedback.

Minimum of a BA/BS degree but an advanced degree encouraged. Preferred discipline is the social sciences.

Excellent verbal skills.

Excellent writing skills.

Ability to use a consultative approach to working with prospective clients in defining their survey needs and approaches.

Ability to gain an in-depth understanding of the services and products of Questar and how they apply in our marketplace and for our individual clients.

Excellent interpersonal skills a must.

Self-motivated and proactive but able to work as part of a team when needed.

Responsibilites:

Develop new client base and work with existing clients.

Perform all sales activity including: initial client contact, moving prospective client to RFP, writing proposals, closing the sale.

Preparing and delivering sales presentations.

Representing Questar at trade shows and conferences.

Contributing to marketing materials.

Willingness to travel up to 1/4 time.

Send resumes to Questar, Attn. C. Gorman, 2905 W. Service Rd., Eagan, MN 55121.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGISTS: Linkage is an organizational development and corporate education consulting company. We are a mutli-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: **HR Director, Linkage, Inc., 110 Hartwell Avenue, Lexington, MA 02173. Or fax to: 617-862-2355.**

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 175 consulting psychologists, and offices in Minneapolis, Boston, Brussels, Chicago, Dallas, Denver, Detroit, Houston, London, New York, Paris, San Francisco, Tampa, Tokyo, and Washington, D.C. We are a highly professional team, on the leading edge of our profession, 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:

CONSULTANT/PROJECT MANAGER—We are seeking individual for consultant/project manager roles in our Minneapolis headquarters to focus on assessment and development processes. These individuals will participate in and manage projects addressing selection, development, succession management, performance management, and organizational change. They will perform a wide variety of activities, to include: strategic job and competency modeling; job and role re-design; design of assessment centers and other assessment/development tools and processes; training; and evaluation research. Successful candidates will have a M.A. or Ph.D. in I/O psychology or a related area, plus 2-5 years of relevant experience. We are looking for people with strong dedication to excellence, meeting client needs, and making a demonstrable impact on organizations. These project managers will be effective team players with strong interpersonal skills, who are innovative, grounded in solid research, and well organized. These positions involve moderate travel.

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 selection systems, 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 communication skills; business development and client management capabilities; plus motivation and initiative.

PDI offers a competetive compensation package, relocation assistance, tremendous growth opportunities, and exciting work with leading global organizations.

To apply for these or future opportunities, please send a cover letter, resume, and geographic preference to: **Joanne Pfau, Vice President of**

Human Resources, Personnel Decisions, Inc., 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402.

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

HUMAN RESOURCES RESEARCH INTERNS: Bell South 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 candicacy). 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., Atlanta, GA 30309.**

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST. The State Personnel Department of Alabama is building a small team of Industrial/Organizational Psychologists to manage large selection projects, provide consultation and guidance to the Examination Division and conduct applied research in areas related to selection and human resource management (e.g., test methodologies, criterion definition, contextual performance measures, biodata measures, performance appraisal, etc.). We are committed to developing selection processes which minimize adverse impact while identifying excellent potential employees. The department is responsible for employment for over 100 agencies and departments with 35,000 employees. This individual will serve in a lead capacity for teams doing major, multi-job examination development. In addition, we will encourage and support research and publication on a broad range of issues related to human resources selection and management. Send resume to **John A. Hicks, Ph.D., State**

Personnel Department, 367 Folsom Administrative Building, Montgomery, Alabama 36130-2301.

THE UNIVERSITY OF TEXAS AT EL PASO PSYCHOLOGY DEPARTMENT announces an opening beginning in Fall, 1996 for an **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST.** UTEP has a growing Ph.D. Program in Applied Research Psychology with concentrations in Human Behavior in Organizations and Health Psychology. Applicants must have a Ph.D. in Psychology and a proven record of research. Preference will be given to candidates with expertise and research interests in areas such as the following: organizational theory and development, program evaluation, teams, leadership, motivation, employee well-being, and cross-cultural organizational issues. UTEP is located less than a mile from the U.S.-Mexico border in a metropolitan area of more than 2 million people. Research opportunities are exceptional.

Applications should send a vita, statement of research and teaching interests, reprints, and three letters of reference to **Dr. Barbara B. Ellis, Department of Psychology, University of Texas at El Paso, El Paso, TX 79968-0553.** Application review will begin November 15. Final deadline for applications is December 15, 1995. Appointment is subject to final budgetary approval. The University does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

ASSESSMENT SPECIALIST: Columbia Gas Distribution Companies, with operations in a 5-state area, are working to make clean and efficient natural gas the nation's leading energy choice. Consistent with that key objective, an excellent opportunity is available in our Personnel Research Section which will complement our on-going efforts to expand and refine our assessment and selection processes. Please apply if you possess:

* A Master's Degree in Industrial/Organizational Psychology or related field, AND a minimum of 2 years of relevant experience.

Knowledge of (please address each area listed):

* job analysis methods
* individual and group testing/assessment
* test/assessment exercise development
* validation research design and implementation
* data analysis and interpretation
* performance feedback processes
* development planning; and
* competency model development.

In addition to the above requirements, you must possess strong skills in communications, problem solving and PC/mainframe computer skills including proficiency with SASX, QMF or comparable software.

Columbia Gas offers a challenging professional environment with an attractive compensation and benefits package including programs that help balance your work and family lives. Please send your resume including your salary expectations by October 23, 1995 via fax to (614) 460-4944 OR mail to **Placement Office, Columbia Gas Distribution Companies, 200 Civic Center Drive, P.O. Box 117, Columbus, OH 43216-0117.** PLEASE REFER TO POSITION CODE 93B. We are unable to respond to telephone inquiries but will acknowledge by mail the receipt of credentials. Columbia Gas Distribution Companies. We Value Workforce Diversity.

MANAGER, ORGANIZATION EFFECTIVENESS: Payless ShoeSource, the nation's largest family footwear retailer, is seeking a Manager of Organization Effectiveness at its Midwestern corporate headquarters. This position, which reports to the Director of Organization Development and Corporate Training, is responsible for: (1) developing and implementing process improvement initiatives across the organization; (2) working with intact work groups to facilitate transformation to high performing teams: (3) assessing employee attitudes and formulating responsive action plans: and (4) advising function leaders on the structural design of jobs, work groups, and organizations for maximum efficiency.

Position requires a Ph.D. in I/O Psychology or a closely related field, 5-7 years of in-depth experience in internal consulting, continuous process improvement, organization design, and O.D. intervention; highly developed analytical, communication, and PC skills; and the ability to maintain strong working relationships with client managers.

Payless ShoeSource operates over 4,600 stores nationwide and commands 20% of the U.S. footwear market. A growing division of the May Department Stores Company, Payless is based in the capital city of Topeka, Kansas, one hour west of the Kansas City metro area. Lawrence, home of the University of Kansas, is just 20 minutes away. Northwest Kansas offers a moderate cost of living, fine schools, and varied recreational and cultural opportunities, all within easy reach.

We offer competitive compensation and benefits, along with a generous relocation package. To apply, please mail or fax a resume and cover letter with salary requirements to: **Manager, Executive Recruitment; Payless ShoeSource, Dept. OE-TIP; P.O. Box 1189; Topeka, KS 66601. Fax (913) 295-2028.** We are an Equal Opportunity Employer M/F/D/V.

TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, seeks candidates for a tenure-track **INDUSTRIAL/ORGANIZATIONAL** psychology position at the **ASSISTANT PROFESSOR** level, beginning in August 1996. The successful applicant will be expected to establish a strong research program in Industrial/Organizational psychology. We particularly seek candidates with interests in training and performance evaluation. Teaching responsibilities include undergraduate and graduate courses. Our faculty also work closely with doctoral students and faculty in the Organizational Behavior program of the Freeman School of Business. A letter of application, vita, reprints, and three letters of recommendation should be sent to: **Dr. Michael J. Burke, Chair I/O Search Committee, Department of Psychology, 2007 Stern Hall, Tulane University, New Orleans, LA 70118. Telephone: (504) 865-5331. FAX: (504) 862-8744.** Review of applications begins immediately and will continue until the position is filled. Tulane University is an Equal Opportunity/Affirmative Action Employer.

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 degree.

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, Ph.D. SBC Communications, Inc., 175 East Houston, Room 5-D-9, San Antonio, TX 78205.**

Make a Difference

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

We offer compensation related to performance, ongoing professional development, and the opportunity to share ownership of the company. Candidates must be self-motivated, be able to establish rapport with senior executives and apply psychological principles to the development of people and organizations.

RHR consultants come from a variety of backgrounds, including clinical, counseling, organizational, educational and social psychology. If you are motivated to help clients meet the broad challenges facing business today, send a cover letter and vita to:

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Sponsored by the Division of Consulting Psychology, this annual conference provides a unique forum for consulting psychologists to share ideas, learn from leading practice and theory leaders, make important business and consulting connections, and enjoy the beauty and pleasure of the warm and sunny Colorado mountains. This year's theme and representative topics include:

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- ☑ The OD side of reengineering — Who do we really compete with and how?
- ☑ Executive and Management Coaching — What really makes a difference in changing behavior?
- ☑ Marketing for impact — What do clients buy? Insights from clients and internal consultants.

For more information and registration contact: Michael Atella, Ph.D., Argonne National Laboratory, 9700 South Cass Ave, MD/201, Argonne, IL 60439-4832 (708) 252-2807

16 CEU credits available

Personnel Psychologists

Public Service Commission of Canada

Personnel Psychology Centre

Ottawa, Ontario

The Personnel Psychology Centre provides expert service and consultation to the Canadian Public Service in the areas of personnel selection, career counselling and organizational diagnosis and development. We assist in establishing policies, standards and practices in the fields of personnel and industrial/organizational (I/O) psychology. Positions are in Ottawa. Both term and permanent ("indeterminate") positions will be available. Your salary will range between $40,419 and $57,787.

We are looking for psychologists with expert training and experience in the following areas: assessment instrument development and use; psychological research, statistics and psychometrics; and career counselling, executive counselling, and the provision of career transition services. A doctoral or master's degree with an acceptable specialization in I/O Psychology (or a related field) is required. Successful candidates will be mature and will possess sound judgement and strong analytical, interpersonal, communication and project management skills. We seek psychologists at both the individual contributor and team leader levels. Official language requirements vary according to the position.

Please submit a copy of your resume, highlighting relevant work experience and academic accomplishments, quoting reference number S-95-31-0745-17DL to: Danielle Lortie, Public Service Commission of Canada, 66 Slater Street, 4th Floor, Ottawa, Ontario K1A 0M7. Fax: (613) 996-8048. Please call Ken Grant at (613) 992-9697 for more information.

We thank all those who apply and advise that only those selected for further consideration will be contacted.

We are committed to Employment Equity. Vous pouvez obtenir ces renseignements en français.

Public Service Commission of Canada — Commission de la fonction publique du Canada

Canada

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

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

Advertising may be purchased in **TIP** and the **Annual Convention Program** in units as large as two pages and as small as a half-page spread. In addition, **"Position Available"** ads can be obtained in **TIP** at a charge of $75.00 for less than 200 words, and $90 for less than 300 words. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins Rd., Suite A, P.O. Box 87, Bowling Green, OH 43402.**

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Half page	$210	$165

PLATE SIZES

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PUBLISHING INFORMATION

SCHEDULE

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