

DIALOGUE

Society for Personality and Social Psychology

SPSP To Open Executive Office

The day-to-day operations of the Society have become much more formidable over the past three years. Among other activities, we now collect our own dues, conduct our own elections, publish a newsletter, run two executive committee meetings per year, present programs associated with both the APA and APS Conventions, manage PSPB and the Review of Personality and Social Psychology, file taxes, and represent the Society at various national meetings, and before various funding agency task forces. Running the Society has become equivalent to running a small business. The office of the Secretary-Treasurer is currently responsible for all of these activities.

In order to insure continuity and institutional memory for the day-to-day operations of the Society, the Executive Committee has voted to establish an

Executive Office beginning in 1992. That office will be managed by an Executive Officer and will be staffed and supported appropriately. After some persuasion by the Executive Committee, Jim Blascovich has agreed to continue on as Executive Officer for three years following his term as Secretary-Treasurer which ends this year. Establishment of the Executive Office will result in no increase in Society dues.

In accordance with Society bylaws, a Secretary-Treasurer will still be elected every three years. Although retaining formal responsibility for the operations of the Society, the Secretary-Treasurer will no longer be charged with these duties. The Secretary-Treasurer will retain all policy-making and budgeting duties and will work closely with the Executive Officer.

The Human Capital Initiative

by Kay Deaux

A little more than a year ago, representatives from dozens of psychological organizations agreed to develop a national research agenda for psychology. This summit meeting was initiated by Alan Kraut and APS with the cooperation of APA and the Federation. A steering committee, chaired by Janet Spence and Donald Foss, was formed to develop a document that would provide an overview of research needs and possibilities. Jim Blascovich, our Secretary-Treasurer, was a member of this steering committee. The intent of this document is to provide members of congress and their staffs, other policy makers, and officials in government and

Continued on Next Page

Join SPSP!

To join the Society for Personality and Social Psychology, fill this out and send it along with a check for US \$20 to Jim Blascovich, Psychology, SUNY at Buffalo, Amherst, NY 14260. Make check out to Society for Personality and Social Psychology.

Name _____ Address: _____

Highest Degree Earned _____ Year _____

Institution _____

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private agencies, with a perspective on the contributions of psychological research and its potential for addressing problems that concern the nation.

In January, 1991, Kay Deaux and Jim Blascovich joined representatives from other psychological organizations and several federal funding agencies in Houston to examine the committee's document called "the Human Capital Initiative". It focuses on a set of critical

"drug and alcohol abuse, the aging society, violence, schooling and literacy, productivity, and health"

national issues and indicates some of the ways that psychological research can contribute to their resolution. Six problem areas are defined: drug and alcohol abuse, the aging society, violence, schooling and literacy, productivity (reconceptualized as the nature and meaning of work), and health. Within each of these problem areas, four perspectives or levels of analysis are identified: (a) brain, mind, and behavior; (b) human development and families; (c) education, training, and performance; (d) human relations and social organizations.

Although there was some carping about the title of the document, the research agenda itself was positively received. Plenary sessions to address general themes of the report were followed by smaller "break-out" groups that began to think of ways in which the broad research agenda could be translated into more specific research initiatives. Eventually, these initiatives will

become Part 2 of the document and will be transmitted to relevant policy makers.

To accomplish Part 2, the original steering committee has turned their responsibilities over to a coordinating committee which will work with individual organizations to develop specific research initiatives. Kay Deaux is a member of this committee, which will be chaired by Milt Hakel.

Anticipating the opportunity to become involved in this process, the SPSP Executive Committee established a research liaison committee, chaired by Marilyn Brewer. Members of this committee are John Cacioppo, Russ Fazio, James Jackson, John Kihlstrom, Suzanne Ouellette, Len Saxe, Phil Shaver, Jim Blascovich (ex officio), and Kay Deaux (ex officio). The committee will have its first meeting in May. The focus of the meeting will be to consider ways in which the research contributions of social and personality psychologists can best be represented under the umbrella of the Human Capital Initiative and to establish work groups that will produce statements of research needs that ultimately, we hope, will contribute to increased funding for psychological research.

New Editorial Structure for Review

The Executive Committee of SPSP approved a recommendation by the Publications Committee to modify the editorial structure of the Review of Personality and Social Psychology. The new structure creates the position of overall series editor, whose primary duty is to coordinate the volumes produced by different theme editors. This new position will help maintain consistency and stability for the Review because each Series editor would serve for a total of six years. Each volume would have its own theme editor. After some persuasion, Margaret Clark has agreed to extend her current term as editor of the Review for an additional three years and will assume the responsibilities of the series editor. Nominations will soon be solicited for the new series editor to assume office in January of 1993. Proposals for volumes can be addressed to M.S. Clark at Psychology, Carnegie-Melon, Pittsburgh, PA, 15213.

Call For Nominations Publications Committee

I Nominate _____ for the
publications committee (nominee must be SPSP Member).

My Name is (Optional) _____

Send Nominations by June 30 to Jim Blascovich, Dept. of
Psychology, SUNY at Buffalo, Amherst, NY 14260.

SPSP to Hold First Conference in Washington

SPSP will hold its first convention meeting on June 12-13 at the Sheraton Washington Hotel, immediately preceding the APS convention. The program has been artfully planned by Kay Deaux and Mark Snyder, who have arranged a program dedicated to Kurt Lewin's claim that "There is nothing so practical as a good theory". Many exciting personality and social psychologists will be speaking on topics related to mental health, physical health and psychological well being, and law, justice, and conflict resolution.

In addition to the preconference, many SPSP members will be attending the regular APS program, June 13-16th. The SPSP program will adjourn in time to attend the opening keynote address of the APS convention by Nobel Laureate Herbert Simon at 5pm on June 13th.

Both SPSP members and nonmembers are invited to attend the conference without paying a special registration fee. Thus, it will be a chance for other interested members of the psychological community to learn about new developments in personality and social psychology.

SPSP members should have received a housing form in a recent mailing from the Society. If you have not received your form, it might be best to contact the Sheraton Washington Hotel directly. Reservations received after May 10, 1991 are on a space available basis only. All rooms are guaranteed at \$85/night, independent of how many individuals use the room.

The first SPSP convention promises to be a memorable one, and it is hoped that many Society members will be able to attend.

SPSP PROGRAM

WEDNESDAY

7pm Keynote Address **David Sears**

THURSDAY

9 - 11:45 am — Psychological Theory and Mental Health

Chairs: **Diane Ruble & Phil Costanzo**

Research on relationships and mental health, by **Margaret Clark**.

Attitudes and consistency theories: Implications for mental health, by **Joel Cooper**.

Mental health consequences of race, by **James Jones**.

Levels of analysis in research, by **John Cacioppo**.

1 - 2:30 pm — Physical Health and Psychological Well Being

Living kidney donation and the 'gift of life': A social psychological perspective, by **Eugene Borgida**.

Self-regulation of life tasks: The struggle to remain in committed when the going gets hard, by **Nancy Cantor**.

Emotional arousal and the perception of physical symptoms: Some new mind-body connections, by **Peter Salovey**.

3 - 4:30 pm — Law, Justice, and Conflict Resolution

The inconsistent role of social comparison processes in competitive decision making, by **Max Bazerman**.

Our days in court: Stereotyping research in employment discrimination and sexual harassment cases, by **Susan Fiske**.

Pearls, swine, and courtroom experiments, by **Steven Penrod**.

Request for Donations for Campbell Fund

by Marilyn Brewer

The Donald T. Campbell Award for Distinguished Research in Social Psychology was established by the Society in 1980 to recognize "continuing contribution of selected social psychologists whose recent and current research has had major impact on the field." The award is supported by an endowment fund initiated by contributions from students and colleagues of Donald Campbell, in whose honor the award was named. The award is currently given on a biennial basis. Past award winners include Elliott Aronson, Richard Nisbett, Ellen Berscheid, Bibb Latane, Robert Rosenthal, and Bernie

Weiner. Given the significance of this award to our field, the Society would like to increase the honorarium associated with the award and give it on an annual rather than biennial basis. To do so, however, requires increasing the size of the endowment fund, which is dependent on voluntary contributions. An increase of as much as \$5000 could make a big difference in the support base for this award. If you would like to help make that difference, send your tax-deductible contribution to Jim Blascovich, Dept. Psych. SUNY at Buffalo, Amherst, NY 14260 (make checks payable to SPSP, Inc.).

Personality's Place

by Dan McAdams

How are we to understand the person? I mean any person: a friend, a lover, a parent, a daughter, a patient, a client, a co-worker, a classmate, a research subject, ourselves. What must we know to know a person well? What must we do to comprehend—to know in detail and as a whole—a person's life? How do we know when we know?

Scientists define themselves by the questions they ask. Since the days of Gordon Allport, personality psychologists have asked, and indeed struggled with, the questions I have posed above. They have distinguished themselves from other psychologists by focusing their attention on human individuality. It takes a fair amount of hubris to place the individual human person at the center of all inquiry, to maintain that the person in his or her very individuality, is agential enough and cohesive enough to warrant special status as the main unit of analysis. Modern personality psychologists are the heirs to what psychological historian Daniel Robinson has called "Renaissance Humanism", the sixteenth-century worldview that celebrated "the dignity of man, the theme insisting that the world was made for man" (1981, p. 171). Robinson points out that modern science, in its dispassionate objectivity and urge towards reductionism, has generally rejected Renaissance Humanism. But personality psychology has moved against the tide. For the personality psychologist, scientific investigation is made for man, and for woman. In focusing unswervingly on the individual, personality psychology has come to occupy a unique and extraordinary critical

place in the world of scientific inquiry.

Personality psychology became an identifiable academic discipline in the social sciences in the 1930s. During that decade a number of separate lines of inquiry came together, culminating in the highly integrative programs of research generated by Allport, Murray, Lewin, and somewhat later Miller & Dollard, and Cattell. The first issue of the journal Character and Personality (now the Journal of Personality) appeared in 1932. The journal aimed to join German studies of

"It takes a fair amount of hubris to place the individual human person at the center of all inquiry"

character with British and American studies of individual differences in persons, incorporating case studies, correlational surveys, experiments, and theoretical discussions. The publication of Allport's (1937) text Personality: A Psychological Interpretation, marked the formal arrival of personality on the scene of social science. Although textbooks on mental hygiene, abnormal psychology, and character and personality had appeared in earlier years, Allport's was the first to articulate a grand vision for the field of personality and to place it within the context of historical and

contemporary scholarship in the arts and sciences.

From the beginning, personality psychology was a dissident field in the context of American experimental psychology, a point made in Hall and Lindzey's (1957) first textbook in theories of personality. Whereas American psychology tended toward the elementaristic, personality was holistic, taking the whole person as a primary unit of study, suggesting that unity, coherence, and wholeness are properties of human lives. Whereas American learning theory focused on the relation between external stimuli and publicly observed responses in rats and other animals, personality concerned itself with the problem of human motivation, conceived in terms of unobservable dynamics and promptings within. Whereas experimental psychologists searched for universal laws applicable to all individuals, personality focused on how people were different from each other as well as how they were alike.

From its inception in the 1930s, then, personality psychology stood out from its neighbors for its emphasis on (1) the whole person, (2) motivation, and (3) individual differences. Personality psychology still stands out in these three ways. Furthermore, there is reason to believe that personality psychologists have made noteworthy conceptual and empirical advances in these three areas of emphasis over the last 50 years (McAdams, 1990, in preparation). For example, in the area of motivation, the decline of the general drive-reduction theories and the emergence of highly differentiated cognitive-affective approaches to understanding the dynamics of action appear to represent a major step forward, as we see in the generative theories and

research programs offered by Tomkins, Izard, Hogan, Bowlby, Markus, McClelland, and others. Circumplex models and the emergence of the five-factor framework for traits have brought impressive conceptual order to what was once called a "disconcerting sprawl" (Adelson, 1969) of individual-difference variables. The current upsurge of interest in the concepts of self and identity promises to enhance our conceptions of the whole person and bring a new sophistication to the study of lives. And there is other good news to spread as personality psychology appears to have broadened and deepened in many important areas in recent years.

In the late 1960s and 1970s, when many questioned the scientific need for a study of the person, personality psychology appeared to lose some of its early favor. In a particularly scathing review of the field, Lee Sechrest (1976) proposed two different ways to spell "personality": c-l-i-n-i-c-a-l and s-o-c-i-a-l. Yet neither clinical nor social psychology has ever been well-positioned to address the fundamental questions of individuality. No matter how many people can be said to exhibit some degree of pathology and regardless of how many times we are reminded that human beings are inherently social animals, strongly shaped by environmental inputs, the study of persons cannot be reduced to clinical categories and social influences. A person is a developing and complexly organized totality living in a particular societal framework and historical moment. A person is a self-conscious and self-generating organism. And, of course, a person is what I am and what you are. Thus, personality psychology may be the most narcissistic of disciplines, as the scientist turns the mirror directly on the self. The narcissistic

danger, of course, is that we will be seduced by what we see. Yet if we refuse to look, nobody will ever see a thing.

References

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- McAdams, D.P. (1990). *The person: An introduction to personality psychology*. San Diego: Harcourt Brace Jovanovich.
- McAdams, D.P. (in preparation). A conceptual history of personality psychology. In S. Briggs, R. Hogan, & W. Jones (Eds.), *Handbook of personality psychology*. NY: Academic Press.
- Robinson, D. (1981). *An intellectual history of psychology*. NY: Macmillan.
- Sechrest, L. (1976). Personality. In M.R. Rosenzweig & L.W. Porter (Eds.), *Ann review of psych* (27, pp. 1-27). Palo Alto: Annual Reviews, Inc.

Kruglanski Chooses Associate Editors

Arie Kruglanski, editor-elect of *PSPB* announced the appointments of William Crano (Texas A&M), Judith Harackiewicz (U. of Wisconsin), Diane Mackie (UC-Santa Barbara), Norbert Schwarz (ZUMA), Richard Sorrentino (U. of West. Ontario), Frederick Gibbons (Iowa State), and Abigail Stewart (U. of Michigan) as associate editors of *PSPB*.

Data Available from the Murray Center

The Henry A. Murray Research Center of Radcliffe College is a data archive—currently housing over 200 longitudinal data sets—that emphasizes studies that include qualitative material such as responses to projective tests, life histories, and other open-ended interviews. In line with its emphasis on longitudinal studies, the center has a developmental orientation; and because the center is a department of Radcliffe College, women's lives and issues of particular concern to women are highlighted in the center's holdings and programs.

The studies can be used for secondary data analysis, longitudinal follow-ups, replication, instrument development, and validation, and pilot work. David McClelland and colleagues, for example, have conducted several follow-ups of the Sears, Maccoby and Levin study "Patterns of childrearing". The subjects in that study were five years old when they were originally evaluated by Sears, et al. and were in their mid-forties at the last of McClelland's follow-ups. Other data sets include those collected by Henry Murray, Mary Ainsworth, Jack Block, and Abigail Stewart.

The Murray Research Center also offers small grants that support reanalyses of the data and sponsors workshops and conferences on research methods (see announcements section of this issue), and hosts several visiting scholars each year. Murray Center staff researchers work in the areas of social, personality, and cognitive development. For information, write to: Henry A. Murray Research Center, 10 Garden Street, Cambridge, MA 02138 or call (617) 495-8140. Ann Colby, Director

Maximizing Women's Chances for Promotion and Tenure in Academia

by Sheryle Gallant and Arnold S. Kahn

Although some advances have been made concerning women in academia, the route to promotion and tenure continues to be fraught with difficulty. While women have been hired in academic jobs at an increasing rate, they frequently do not receive promotion and tenure at rates comparable to men. One of the goals of this paper is to highlight some strategies women can use to empower themselves in the promotion and tenure-granting processes. It should be noted that while many of these strategies are equally applicable to men as women, because of mentoring processes and "old-boy" networks, men are more likely than women to be aware of them.

1. Know Written Policies.

Obtain a copy of your college or university's written policies on promotion and tenure, and discuss their interpretation with senior colleagues you trust. Find out which criteria are most important.

2. Spend Time Wisely.

Institutions differ in how they weigh teaching relative to research. How much attention you give to being a successful teacher should reflect the emphasis your department places on teaching.

3. Be Wary of Service.

You may be asked to serve on many committees and be sought out by women students for mentoring, advice, and emotional support. However, service activities typically carry only minimal weight in promotion and tenure decisions. You will have to carefully weigh the importance of mentoring and committee

service are for you as a person with the relatively low weight it is usually given in the tenure and promotion process.

4. Not All Research Areas are Equal. If you perceive the importance of your research is undervalued, seek opportunities to inform the faculty of its relevance and importance. One way to do this is to have external experts in your area comment on or evaluate your research and the importance of the area. Some scholars maintain two areas of research, one mainstream and one cutting edge; however, such a decision can be stressful, for one has to be an expert in two distinct areas.

5. Not All Publications are Equal. It is important to publish your research in the most respected journals in your area, and you should seek colleagues' evaluations of various outlets for your work.

6. Be Wary of Stereotypic Role Expectations. Many faculty members and students hold sex-role stereotypic views of women faculty. If you find such expectations placed on you by members of your department, discuss the situation with your department chair, senior women from other departments, the affirmative action officer, or your AAUW chapter.

7. Learn to Handle Rejection. No one is successful in every classroom, and most manuscripts are rejected, often many times, before ultimate publication. It is often wise not to take criticisms as personal attacks, use the feedback you have received in a constructive manner, if possible, and resubmit the manuscript to another

publication outlet.

8. Collegiality. It is important to establish good working relationships with other members of your department. There are often informal requirements for tenure, and prominent among them is being "liked" by one's colleagues. Most departments place the burden of department integration on the newcomer. She must prove herself, secure an integrated position within the department, and maintain cordial relationships with the tenured faculty.

9. Personal Relationships with Students and Secretaries. Be wary of forming close, public relationships with students and secretaries, especially at the expense of relationships with other faculty. This does not imply one should not form academic relationships with graduate students, pursue joint research interests, and serve as their mentor, but this should not be done at the expense of forming good, collegial relationships with other faculty members.

10. Sexual Harassment. You should obtain a copy of your university's policy on sexual harassment (if they have one). If you feel you are being sexually harassed, begin to document everything that has happened and seek out the advice of the affirmative action officer or other appropriate university official. Do not assume the problem will go away or that you caused it to occur.

11. Early Evaluations. Seek early evaluations of your performance, obtain them in writing, and be wary of "proforma" evaluations where it is communicated that these ratings

don't have any impact on tenure or promotion.

12. Professional Support Network. You should attempt to become part of or to build a professional support network among investigators doing work in your area. This network can provide early feedback about your research, help keep you abreast of new developments in your field, and may be able to support your application for tenure and promotion by documenting the importance of your research. Your professional network should not include members of your family.

13. No Time for Modesty. The faculty review process is not a time for modesty, but your opportunity to demonstrate your strengths. This is sometimes difficult for women who have been taught to be modest in their self-presentations. There is no place for modesty when preparing tenure documents.

Suggestions for Further Reading

Kahn, E. D., & Robbins, L. (1985). Sex discrimination in Academe. *J. of Soc. Iss.*, 41(4).
Rose, S. C. (Ed.). (1986). *Career guide for women scholars*. NY: Springer.

The preceding piece on women and tenure was edited and shortened by Arnie Kahn from a longer work written by Sheryle Gallant and Kahn for the APA Committee on Women in Psychology.

Advertising rates for *DIALOGUE* are as follows: Half page ad, \$250; full page, \$400. Discount available for SPSP members if ad is for new research monograph. Job ads are \$50 or \$1/word, whichever is more. Contact Martin Chemers, Dept. Psychology, Claremont McKenna College, Claremont, CA 91711.

Exciting Program Planned for APA Convention

Wendy Wood and Bill Graziano have planned a very exciting program for this year's APA convention in San Francisco. Of special significance is the superb representation of SPSP during Science Weekend. Seven SPSP members are featured during Science Weekend, which will feature three topics: Diversity, Scientific basis of psychological interventions, and Life span learning and cognition. Also noteworthy is the symposium on Soviet perspectives on social psychology, featuring presentations by a number of Soviet social psychologists.

Social hour at sea! Save saturday night for a cruise of the Bay. All SPSP members are welcome to attend a three hour cruise of the Bay, featuring a live band and cash bar. SPSP members can attend for free whereas nonmembers may join SPSP on site for only \$20, and thereby receive not only a free tour of the bay, but subscriptions to PSPB and Dialogue, and the other advantages of SPSP membership. Membership has its privileges! Special thanks are due Christina Maslach who has made all of the local arrangements and to Marty Chemers who arranged special funding.

Note that the following sessions all end 10 minutes before the hour.

FRIDAY

9-10 Poster Session: Relationships and social support

10-11 Invited Address: The persistence of persuasion, by **Mark Zanna**

11-1 Symposium: New directions in research on integrative complexity

12-2 Symposium: Daily events and experiences: Research challenges and directions

1-2 Invited Address:

Motivational consequences of social-cognitive transitions, by **Diane Ruble**

2-4 Symposium: Logic of emotion: Emotional contagion.

3-4 Invited Address: A focus theory of normative conduct: Lessons from littering, by **Robert Cialdini**

4-5 Invited Address: Expectancy effects are alive and well: Gender role socialization, by **Jacquelynne Eccles**

5-6 Social Hour with Division 23
SATURDAY

9-10 Executive Committee Meeting.

3-4 Presidential Address: Constructing and deconstructing social identity, by **Kay Deaux**

4-5 Business Meeting
Evening: A Cruise on the Bay.
SUNDAY

9-10 Poster Session: Attitudes and social influence

9-10 Invited Address: Interpersonal processes in everyday social behavior, by **Harry Reis**

10-11 Campbell Award Ceremony: Metaphors in motivation and attribution, by **Bernard Weiner**

11-1 Symposium: On the accuracy of personal judgment

1-2 Symposium: Recent developments in minority influence

2-3 Invited Address: Perceiving persons and groups: A social cognitive perspective, by **David Hamilton**

2-4 Symposium: Sex and mating: Evolutionary perspectives.

4-5 Poster Session: Social cognition and decision making
MONDAY

9-10 Invited Address: Motivation and social cognition: Enemies or a love story? by **Arie Kruglanski**

9-10 Poster Session: Personality

APA Program Cont'd

10-11 Murray Award Address: Affect and script theory, by **Silvan Tomkins**

11-1 Symposium: Competence in context: Social-developmental lifespan perspectives on everyday competence

12-1 Invited Address:

Commitment processes in close relationships: The investment model, by **Caryl Rusbult**

1-2 Symposium: Beyond the big five

2-3 Invited Address: A history of selves or discourses: Confronting the postmodern condition, by **Jill Morawski**

3-4 Invited Address: Temporal changes in small groups, by **Richard Moreland**

4-5 Poster Session: Motivation, emotion, and stress

TUESDAY

9-10 Symposium: Theoretical Implications and practical applications of modern mood theory

10-11 Invited Address: Stability and change in stereotypic beliefs, by **Myron Rothbart**

11-12 Symposium: Group development: Effects of influence, group process, and productivity

12-1 Symposium: Gender differences in the demand/withdraw pattern of marital conflicts

1-3 Symposium: Soviet perspectives on social psychology

2-4 Symposium: Continuity of the self: Developmental, social-cognitive and dynamic perspectives

3-4 Conversation Hour: National Institute of Health Funding Information

4-5 Poster Session: Interpersonal behavior and sex roles.

Science Weekend

SATURDAY

9-10 Gender and leadership, by **Alice Eagly**

10-11 The counterpoint of personality assessment: Self-

reports and ratings, by **Robert McCrae**

11-12 Training for diversity, by **Harry Triandis**

1-2 Prejudice with compunction:

The internal struggle to control prejudice, by **Patricia Devine**

2-3 A geometric taxonomy of personality scales, by **Jerry Wiggins**

4-5: Socializing gender differences in achievement choice, by **Jacquelynne Eccles**

SUNDAY

4-5 Using social influence to promote condom use among sexually active teenagers, by

SPSP Announces Student Award Competition

SPSP announced its 1991 Student Travel Award Competition in a direct mailing to all paid-up student affiliates to the society. Up to 10 travel stipends, each in the amount of \$200, will be awarded. This year's committee of Shelly Chaiken (chair), Jack Dovidio, Diane Mackie, Claude Steele, and June Tangney, report that the program appears to be well received and applicants will be informed by mail by May 31st. The deadline for the 1991 prize was May 1st.

Applicants were required to have an accepted poster/paper for either the June 1991 APS Convention or the August 1991 APA Convention and to be the primary contributor to the work, as indicated by sole or first authorship on the poster/paper.

SPSP plans to continue this program of support for graduate students in 1992. Hence, SPSP members should encourage their students to become student affiliates of the Society. A \$10 membership fee includes a subscription to *PSPB*, and *Dialogue*.

CPPI Update

by June Tangney

The Coalition for Psychology in the Public Interest (CPPI) held its first official meeting on Dec. 1, 1990 at George Washington Univ. I attended as the SPSP delegate, joining delegates from 18 other member organizations.

The meeting, co-chaired by Martha Mednick (SPSSI) and Greg Wilmoth (Div. 34), started with ratifying a set of bylaws. We then discussed the kinds of activities and projects CPPI might take on during the first few years. A consensus was reached that CPPI should focus on communication: networking and brokering with similar groups, development of policy-oriented curriculum for graduate psychology, and various means of stimulating policy relevant research.

An Executive Committee was then elected, with Greg Wilmoth as Chair, Dana Moore (Div. 18) as Treasurer, me as Secretary, and Tom Hilton (SASP) and Andrea Solarz (Soc. for Community Research and Action) as Members-at-Large. The executive committee held a business meeting later in December and we are currently working to establish a computer bulletin-board for use by all member organizations.

DIALOGUE is published twice per year by the Society for Personality and Social Psychology. Contributions are very welcome and are subject to editing, esp. for brevity. All submissions to Roy Baumeister & Dianne Tice, Dept. Psychology, Case Western Reserve U., Cleveland, OH 44106. Views and opinions, including editorial statements do not represent official views of SPSP.

On Emotional Intelligence

by *Peter Salovey and
John D. Mayer*

Consider how people describe the emotionally traumatic events in their lives. Two friends of ours, Jim and Tim (not their real names, which are Robert and William), recently terminated long standing, romantic relationships that had seemed to us more likely to end in marriage. Mingling with us at an SPSP/Division 8 happy hour last summer, Jim said, "I felt empty, sad, confused like my life had no meaning. It was as though a part of me were missing. But, after a while, I tried to put it in perspective. I used it as an opportunity to learn something about myself. In the depths of my depression, I felt miserable, but gradually thoughts about both the positive things I had done and the mistakes I had made came to me clear as a bell. But I must be boring you with this tale of unrequited love. Tell me, what's going on with you the two of you?" (We never answer such questions, of course, while doing research.)

A little bit later that same evening, Tim stopped by to share a drink and a bit of conversation. Compare his thoughts to those of Jim. "So we broke up after 6 years. I don't know what got into her. The things she said! It was terrible, everything hurt — headaches, stomach aches, but who cares anyway? I don't even think about it anymore. That's life, I guess. Now I feel fine, really." Tim then continued by describing his latest experiment, including details of a four-way interaction that we sincerely

regret there is insufficient space to describe here. After about a half an hour of this, we decided that a second drink might not be such a bad idea after all and excused ourselves in search of the bartender.

Jim and Tim deal with their negative feelings in quite different ways. Jim could articulate what he was feeling clearly, he seemed to learn from his feelings — he used his sadness to gain insight about himself and moreover, expressed concern about the impact that sharing his feelings was having on us. Rather than carefully introspecting about his internal experience, Tim substituted for feelings words like "fine." He described his emotions in terms of external events and vague bodily pains. Tim seemed content to ignore the feelings and hoped they would dissipate over time, and apparently didn't care about his personal impact on us as he described the Methods section of his next JPSP article.

For the past several years, we have been trying to articulate a concept that captures the variability with which people experience, communicate about, and regulate their moods and emotions. We called this Emotional Intelligence and have defined it as a set of skills hypothesized to contribute to the accurate appraisal, expression, and the effective regulation of emotion in oneself and others, and the use of feelings to motivate, plan, and achieve in one's life (Salovey & Mayer, 1990). We chose the term emotional intelligence both because some would read it as an oxymoron and to those the concept would be provocative — "rule your feelings, lest your feelings rule you," exclaimed Publilius Syrus more than 2000 years ago — and to others it might evoke what has often been left out in discussions of both

emotion and intelligence. The emotional intelligence framework acknowledges that moods and emotions can be organizing responses that adaptively focus cognitive activities and actions. They arouse, sustain, and direct activity (Leeper, 1948), and are not best viewed as disorganized, chaotic, and immature reactions (Woodworth, 1940). Thus emotional intelligence is best thought of as a type of social intelligence involving the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide thought and action (Mayer & Salovey, in press).

Some of our empirical work is now addressing the processes that may underlie emotional intelligence and documenting expected individual variability in those processes. In one study, we explored the ability to recognize consensually agreed upon emotional qualities of objects in the environment. We asked 139 adults to view a series of faces, color samples, and abstract designs and to rate the emotions suggested by them. Some individuals were much more skilled at identifying the consensual responses than others. This skill was associated with the ability to respond empathically to other people (Mayer, DiPaolo, & Salovey, 1990).

In another set of studies, the experience of moods was found to consist of more than just a feeling state such as happiness or anger. It also seems to include mood management processes whereby individuals actively try to facilitate or inhibit the experience of their moods (Mayer, Salovey, Gombert-Kaufman, & Blainey, 1991). Individual differences in the tendency to self-regulate feeling states — captured by an instrument called the Trait Meta-

Mood Scale — appear to be associated with recovery from traumatic experiences and reductions in unproductive ruminative thinking following trauma (Salovey, Mayer, Goldman, Turvey, & Palfai, 1991). Individuals who attend to their feelings, experience them clearly, and know how to regulate them, seem to be better able to communicate such feelings to others using the language of emotional terms, while those individuals who lack such skills are more likely to report physical symptoms (Goldman, Salovey, Mayer, & Kraemer, 1991).

Although the value of the emotional intelligence construct to personality and social psychology is still unclear, we are encouraged by these preliminary findings. Moreover, we believe that the idea of emotional intelligence has heuristic value in drawing together previously unintegrated literatures in social, personality and clinical psychology. Further, we believe that emotional intelligence may help us to understand positive mental health. Emotional intelligence seems to make individuals who possess it a pleasure to be around. In contrast, deficits in emotional intelligence may be associated with a variety of problems in adjustment. People who cannot learn to regulate their feelings may indeed become slaves to them. Individuals who cannot recognize emotions in others may behave cloddishly and become socially ostracized. Others may over-regulate their feelings and thus experience an impoverished emotional life and even act in sociopathic ways. Some individuals may become obsessed with manipulating the feelings of others for their own gain — the charismatic style of some television evangelists comes to mind.

We hope that emotional intelligence could serve as an

organizing framework for understanding emotions in self and others and the regulation and adaptive use of feelings. Certainly, our work has had personal relevance. Confronting emotionally tumultuous situations used to give us heartburn and headaches. But since we've learned to employ a sophisticated affective lexicon, we now can communicate exactly how these situations make us feel. . . fine.

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SPSP Paid Membership Increases

Jim Blascovich announced good news regarding SPSP membership at the February Executive Meeting. Paid-up membership was up 6.2% on February 1, 1991, with the biggest increase among student affiliates (99.2%) and non-APA members (32.7%) compared with February 1, 1990. Hopefully, this trend will continue throughout the year and into 1992. All members who still owe 1991 dues are asked to remit them as soon as possible to Jim Blascovich.

Calls for Preprints

Writing a book or literature review for publication? Let us know. Dialogue would like to facilitate communication among researchers by letting people know who is preparing literature reviews. Send preprint calls to Roy Baumeister, Psychology, Case Western Reserve Univ, Cleveland, OH 44106.

William Bowerman is writing a book on subjective competence, dealing with ways that various kinds of self-referent causal attributions are involved in thought, feeling, and action. He hopes to integrate a variety of social and clinical topics in a way that promotes theory and subsequent applied research. Reprints, preprints or other comments are welcomed (Univ. of Kansas, Bureau of Child Research, Lawrence, KS, 66045).

Announcements

CALL FOR PAPERS. Arnold Kahn and Janice Yoder are soliciting manuscripts for a special issue of *Psychology of Women Quarterly* on **WOMEN AND POWER**. Theoretical papers, literature reviews, and empirical studies are welcomed. Among possible topics for this special issue would be: Power in interpersonal relationships; Power in the family; Individual empowerment; Work and organizational power; Conceptions of power and their implications; Diversity in the experience of power; Socio-political power. Inquiries concerning suitability of material should be directed to either: Arnold S. Kahn, Psychology, James Madison U., Harrisonburg, VA 22807 (FAC_ASKA@JMU.VAX1.BITNET) or Janice D. Yoder, Women's Studies, Univ. of Wisconsin, Milwaukee, WI 53201. Manuscripts should be submitted in quadruplicate to Dr. Kahn at the above address. All manuscripts will be subject to external review. Deadline for submissions of manuscripts is October 1, 1991.

RESEARCH GRANTS. The Fulbright Scholar Program for 1992-93 includes some 1,000 grants for research and lecturing in over 100 countries. All U.S. citizens who hold Ph.D.s are invited to apply: Council for Int'l Exchange of Scholars, 3007 Tilden St. N.W., Suite 5M, Box NEWS, Washington, D.C. 20008-3009.

EDITORS MISSING. German scientists report rise of research on masochism, emotions, self-regulation, self-esteem, and choking under pressure. No explanations were given.

INDIA. The Indo-U.S. Sub-commission on Education and Culture is offering twelve long-term (6-10 month) and nine short-term (2-3 month) awards for 1992-93 research in India. Applicants must be US citizens with a Ph.D. Applications by June 15, 1991 to Council for Int'l Exchange of Scholars, Indo-American Program, 3007 Tilden St. N.W., Washington, DC 20008-3009.

CALL FOR PAPERS. The Society for the Psychological Study of Lesbian and Gay Issues (APA Div. 44) seeks papers for the first volume of its new annual publication, Contemporary Perspectives on Lesbian and Gay Psychology. Contact Beverly Green, 26 St. Johns Place, Brooklyn, NY 11217 or Gregory Herek, Psychology Dept., University of California, Davis, CA 95616.

CONFLICT CONFERENCE. The International Association for Conflict Management announces their Fourth Annual Conference to be held June 17-20, 1991 at Ernst Sijm Hoeve, Den Dolder (outside of Amsterdam), the Netherlands. The conference theme is interdisciplinary approaches to research and theory of conflict management. Contact Dean Pruitt, Dept. of Psych., SUNY at Buffalo, Buffalo, NY 14260, (301) 493-4048.

PEACE PSYCHOLOGY. Psychologist interested in issues related to Peace are invited to join the newly created Division of Peace Psychology (Div. 48 of APA) that was established in August 1990. This group will publish a regular newsletter and present 26 hours of peace programs at the APA convention. Dues are \$15 for members. Write to Linda Nelson, Psychology, Cal Poly, San Luis Obispo, CA 93407.

APA WORKSHOP. The Society for the Psychological Study of Lesbian and Gay Issues (Div 44) is sponsoring a Continuing Education pre-APA Convention workshop Thursday, August 15, 1991 on AIDS dementia: Critical issues in managing the environment. Price is \$125 (\$100 for students). Contact Dr. Sari Dworkin, Calif. State Univ., Dept. of Counseling, 5310 N. Campus Dr., Fresno, CA 93740-0003.

APA WORKSHOP. Division 12 (Clinical) will sponsor post-doctoral workshops prior to APA (Aug 13-15). Four two-day (\$250) and eleven one-day (\$125) workshops will be offered. Write: Division 12 Central Office, PO Box 22727, Oklahoma City, OK, 73123-1727.

CONFERENCE ON LIVES. The Center for Family Studies at UC-Riverside, the Henry A. Murray Center, and APA will co-sponsor a conference entitled "Lives through time: Assessment and theory in personality psychology from longitudinal perspective." A special guest of honor will be Jack Block. The conference will be Nov. 8-9, 1991 at Palm Springs, Calif. Attendance is limited, although graduate students are specifically invited (and some travel funds are available). For info: David Funder, Dept. of Psychology, UC-Riverside, Riverside, CA 92521.

BOOK ANNOUNCEMENT. As one of its contributions to the Centennial Celebration of APA, Division 1 (General Psychology) is sponsoring the publication of a book, Portraits of Pioneers in Psychology. The volume, edited by Gregory Kimble, Michael Wertheimer, and Charlotte White, will be published later this year by Erlbaum. The Executive Committee of Division 1 underwrote the costs of editing the volume and will receive the royalties earned by the book.

A User's Guide to Reference Letters

By Todd Heatherton

Dear Committee Members (Suckers):

It is my pleasure (I haven't had so much fun since I did my taxes) to write this letter for John Deaux, and I can honestly say (just like I was on my taxes) that he is a superb candidate for the social psychology position in your illustrious department (is there really a psych dept in Armpit, Arizona?). I have known John well (for nine painful years) as a member of his dissertation committee (I have checked with lawyers and I can't be held liable, in any way, for the results of that thesis). John's progress is so exceptional that we joke we should give him tenure rather than a Ph.D.! (Of course, this says more about my institute than about John...we've been known to tenure sheep).

I have also had the privilege of observing John as a student in research seminars (sort of like observing fish at an aquarium). I can say without a doubt that he is the best student we have had in the 30 years that I have been teaching (his volleyball skills have never been rivalled). John is even better than the student I described last year as the best student I had ever had (who we hope will be "released" next year and back on the job market) and he is clearly superior to the three other students that I am writing letters for this year. By the way, an unfortunate computer glitch has caused this same sentence to appear in all three letters (If you believe this I have some nice coastal property in Iraq for sale....).

I have also known John in his capacity as my teaching assistant in Introductory Psychology and although there are 30 other teaching assistants in the course, he has stood out among them (mainly because he is so tall—see the earlier comments regarding volleyball abilities).

John is highly creative (I've never seen such an ability to create data) and also very productive (see earlier comment). He works hard at polishing written material (or, there is so much liquid paper that his written material looks polished) and, as you can plainly see, he has a very impressive CV (counting citations for unpublished poetry and "Life's Like That" stories from Reader's Digest).

Finally, it is a genuine pleasure to have John in our department (it does our other students good to compare themselves with him). He is outgoing (as soon as we can arrange it), cheerful (irritatingly so), and happy-go-lucky (one might say John is an idiot).

If I can be of further assistance, please do not hesitate to call (I'll say anything to get this guy out of here).

Sincerely,



SPSP Presents

An Evening's Cruise on San Francisco Bay



Saturday, August 18, 1991

Live Music and Cash Bar

Boarding begins at 7:45 pm at Pier 39, boat leaves at 8 PM



Free for Paid-up SPSP Members

Others may pay their 1991 dues or join on site

