THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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Opinions expressed are those of the writers and do not necessarily reflect the official positions of the Division of Industrial-Organizational Psychology unless so stated.

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DIVISION 14 GUIDELINES PUBLISHED

Each Member Receives a Copy with This Issue of TIP

Included with this issue of **TIP** is a copy of the Division's new policy document treating validation of selection instruments. Entitled **Principles for the Validation and Use of Personnel Selection Procedures,** the statement is a product of the special **ad hoc** Committee on Validation Guidelines chaired by **Bob Guion** of Bowling Green State University. Dr. Guion and **Mary Tenopyr** of AT &T were the principal authors of the document. They worked with a large committee—named in the document itself—drafting and redrafting successive versions of the statement until consensus was reached. At their meeting this past June, the Executive Committee of the Division endorsed the statement thus making it an official position paper of the Association.

In 1973 a coordinating council of five federal governmental agencies began drafting a set of guidelines intended to establish proper procedures and practices for the validation and use of tests and selection devices in industrial and other organizational contexts. The first draft, dated August 1973, was heavily criticized by many experts in the field, including many Division 14 members. A second draft was prepared which appeared in June 1974. However, this second draft did not seem to the Executive Committee of the Division to be as sufficiently responsive to expert opinion as it might have been and, in addition, was not sufficiently scientifically defensible. Many critics argued that the application of various requirements was not technically feasible. It was at this point—in the fall of 1974—that President **Don Grant** and the Division's Executive Committee determined that our own guidelines were needed. The committee was appointed, work began, and today's **Principles for the Validation and Use of Personnel Selection Procedures** is the result.

The third draft of the document was distributed widely to the membership for review. The last (April) issue of **TIP** announced the availability of the document and many copies were sent on request. As a result of the suggestions based on the third draft, a fourth—and final—draft was prepared. It was this fourth draft which was enacted as a policy statement of the Division at the last Executive Committee meeting.

The policy document is a lengthy one, covering a wide variety of topics relating directly and closely to a model of good practice in the validation of selection systems. While the paper is not heavily technical in nature, the intended audience is the practicing professional in the field. It is deliberately directed to "good practice", not to minimum standards. Thus it presents what is admittedly the ideal, perhaps not always to be reached but always the goal. Although not a primary objective, it is hoped—and assumed—that the document will influence judicial processes and find its way into future court decisions which treat EEO matters.

The Division's new validation statement supplements and extends the APA test standards, but in no way does it conflict with or attempt to supplant them. It is thought to be an extension and elaboration of the sections of the APA document which treat validation of predictors. Our principles statement is a companionpiece to the APA document.

In the meantime, work continues on the EEO Coordinating Council guidelines. As reported elsewhere in this issue of **TIP, Jim Sharf** of EEOC has sent "about 40" Division 14 members draft copies of segments of the proposed federal guidelines. He anticipates that those guides will be published sometime this summer or early fall.

CONSULTANTS FORUM

Chicago, August 28, 1975

Increase your consulting effectiveness in a one-day forum at the O'Hare Hilton Hotel enroute to the Div. 14 Workshop and the APA Convention.

The forum will blend strategy presentation by Scott Myers and information sharing with other consultants on methods for:

- — Increasing productivity through better utilization of talent.
- — Designing and implementing compensation systems and practices to maximize joint stake commitment to organization goals.
- — Developing communication strategies, practices, and systems compatible with the diverse and changing values in society.
- — Introducing adult staffing and development strategies to supplant parent-child systems.
- — Broadening the concept of job enrichment to "life enrichment in the work place" — techniques of job design and work system development.
- — Developing collaborative relationships between organizations and their unions, and maintaining union-free status in non-union organizations.
- — Enabling unsophisticated managers to implement successful do-it-yourself strategies for organization development.

The forum is designed primarily for experienced consultants who wish to broaden their consulting perspective and renew their intervention methods for gaining acceptance and applying OD principles and techniques in-house and in client organizations. Includes critique of OD techniques such as job design, attitude surveys, Transactional Analysis, sensitivity training, assessment processes, and instrumentation. The forum will be conducted informally, but structured around priorities established through advanced consultation with program participants.

Participant fee is $130 and includes lunch, refreshments, materials, and social hour at the end of the session. To enroll, send name, title, organization, address, phone number, and check to Sandi McCaskill, Consultants Forum, Center for Applied Management, 406 Lookout Drive, Richardson, Texas 75080. Telephone 214-235-2440

Hotel room may be obtained by contacting the O'Hare Hilton Hotel in the O'Hare International Airport, P.O. Box 66414, Chicago, Ill. 60666; Phone 312-686-8000.

COORDINATING COUNCIL PREPARES NEW DRAFT OF GUIDELINES

About June 10, 40 or so members of Division 14 received a written request from **Jim Sharf,** a member of the EEOC staff in Washington (and a member of the Division), which included segments of the latest version of the EEO Coordinating Council Guidelines. The purpose of the request, according to Sharf, was to get some peer review prior to publication of this (the third) draft. Earlier drafts were issued in August 1973 and June 1974.

Sharf reports that his needs are basically two: (1) to get a reading from professional peers in regard to the technical aspects of the guidelines (the 8 typewritten pages sent to **TIP** are entitled, "Part II: Technical Standards") and (2) to get some preliminary feedback on the feasibility of the requirements. The 40 or so members who received preliminary copies included all the members of the Division 14 **ad hoc** Committee on Testing Guidelines which prepared the Division's own statement, **"Principles for the Validation and Use of Personnel Selection Procedures",** which has just been published and distributed to all members with this issue of **TIP.**

The pages **TIP** has seen treat subjects relating more or less directly to validation studies. Subsections include "Criterion-Related Validity", "Fairness of the Selection Procedure", "Content Validity", "Construct Validity", "Practical Usefulness", and "Definitions". There is also indication that "documentation standards" will be included, but they are not incorporated in the draft available to **TIP.**

Sharf was asked what kind of publication schedule he saw for this draft. He replied that he expected the latest draft to be published by the time of the annual meetings in late August. He also commented that there is "a much better likelihood" that this latest draft will turn out to be "final" than was true for any of the others. Sharf was particularly complimentary about the help he and other EEO staffers had received from Division 14 comments and suggestions in regard to earlier drafts.

Sharf's address is Office of Research, EEOC, Washington, D.C. 20506.

ASSESSMENT CENTER STANDARDS DEVELOPED

A task force headed by Division 14er **Joel Moses** has presented a draft document "Standards and Ethical Considerations for Assessment Center Operations" to the Third International Congress of Assessment Center Methods. The Third Congress was held this past May in Quebec City. The standards are under development by a special task force which includes **Albert Alon, Doug Bray, Bill Byham, Lois Crooks, Don Grant, Lowell Hellervik, Jim Huck, Cabot Jaffee, Alan Kraut, John McConnell, Len Slivinski, Tom Standing,** and **Ed Yager** as well as Moses as Chairman. The ten-page draft includes sections addressing rationale for the standards, definitions, organizational support needed, training of assessors, participant consent, uses of data, and validation. A limited number of copies of the present draft of the document are available from Moses: A T & T, 195 Broadway, New York, N.Y. 10007

Results of Call for Materials on Social Issues in Teaching I/O Psychology

by Ann Hussein

Early in 1973, a survey of Division 14 members was conducted by the Public Policy and Social Issues Committee. An interest was indicated by respondents in developing a bibliography of some sort that could be used by individuals/professors in the teaching of social issues and ethics.

As a result a subcommittee of E & T was charged with the problem. Ads were placed in **TIP** and APA **Monitor** asking for readings, course outlines, bibliographies, etc. Response was slow and light to both. I contacted **Clara Mayo,** who is chair for the Committee on the Teaching of Social Issues of SPSSI, and received additional materials from her. Since further explorations for references, into library stacks, etc. would have required funding, the search ended there. However, materials are continuing to come in occasionally and the currently small collection may enlarge.

Current Collection

Fred Wickert of Michigan State sent syllabus and readings for an advanced I/O Psychology course that includes many social issues. **Ted Purcell** sent an outline and readings for a course on Social and Political Environment of Business.

Also included are two annotated bibliographies — both concerned with employment issues: One, sent by **Patrick Pinto,** is published by the Industrial Relations Center at University of Minnesota, the second was sent by **Joseph Heller** of California State University at Sacramento. A third bibliography was received from **Hal Hendrik** at Defense Race Relations Institute, listing their entire library collection. He also sent a reference book **Racism and Ways to Combat It,** which is used at DRRT to support instruction. Additionally, several manuscripts/papers on a variety of work related topics were received, and an outline of a soon-to-be-published text on Post-Industrial Psychology: humanistic perspectives on technology, work, and leisure by **Don Mankin** of Lehigh University. Course outlines / reading lists from SPSSI include Psychology of Prejudice (**John Brigham,** Florida State), Psychology of Political Behavior (**Bill Stone,** University of Maine), Law, Justice, and Social Order (**June Tapp,** University of Minnesota), Psychological Approaches to Social Problems (**Richard Ashmore,** Rutgers University).

Other materials include the 1972 APA Symposium "What are the Social Responsibilities for Psychologists in Industry?" published in **Personnel Psychology,** Vol. 27, No. 3, 1974, and the 1973 "Training in Professional Orientation and Ethics: a Survey of I/O and Business Graduate Programs" by Hamilton, Barbee, and Weigel, then of Colorado State University. Materials still coming in are from Clara Mayo of SPSSI (she's at Boston University).

I am willing to serve as a clearinghouse for the material. Anyone wishing further information please contact the above persons or me. Also, many individuals indicated in the 1973 survey that they teach social issues and/or ethics as part of other courses. Will you please send the readings list you use for that section of the course? My address is Department of Management and Organizational Sciences, Drexel University, Philadelphia, Pennsylvania 19104.

SOUTHEASTERN I-O PSYCHOLOGISTS ORGANIZE

The first annual meeting of the Southeastern I-O Psychological Association was held in Atlanta this past March 26. In November of last year, **Lyle Schoenfeldt** wrote to all Division 14 members in the southeast and proposed the establishment of SIOPA. Lyle reports that ". . .the response was nothing short of fantastic; much greater than my most optimistic expectations."

The program was designed to present a balance between ". . .the research concerns of the university types, the utilitarian concerns of the consulting types, and the training-professional issues that affect us all", according to Schoenfeldt. "Over 40" people attended all or part of the one-day session held just prior to the annual meetings of SEPA. One person **(Pat Pinto)** came from as far away as Minneapolis and another **(Jim Lester)** came from Boston.

Among the research presentations was a discussion of structural and process factors affecting group decision making by **Hal Hendrick** of the Defense Race Relations Institute, Patrick AFB. **Bill Owens** presented an update of his extensive program of research using biographical data. His presentation was entitled "Quasi-Actuarial Assessment Revisited."

Cheryl Eberhard, a University of Georgia graduate student, lead a discussion of the construction and use of an interview evaluation blank. Another University of Georgia graduate student, **Larry Pace,** precipitated a lively discussion with his presentation regarding the legality of weighted application blanks. **Terry Talbert** of the Atlanta Regional Commission and **W.W. Ronan** presented the results of their work on a psychometric approach to the performance evaluation of public service jobs. **Warren Blumenfeld** discussed his research into the rating of readability. **John Miner** described his study on the allegiances (management versus personnel) of personnel managers.

Some of the most energetic discussion concerned the training of I-O psychologists. This was led by **Jack Larsen, Steve Cohen,** and **Herb Meyer. Russ Leonard** reported on a proposal for research-academic exchange programs.

The conference emphasized a small group format not possible over an extended period at the annual APA meeting. **Jack Larsen** has agreed to serve as chairperson for a New Orleans meeting in 1976.

E & T SOLICITS DEPARTMENTAL RESPONSES

The Division's E & T Committee, **Shel Zedeck,** Chairman, has a project in process which is surveying both psychology and business departments. The main purpose of the survey is to determine which of the Division's four models for doctoral education is (or are) being offered in each doctoral department in the country. 113 departments have been contacted, but only 32 had responded as of press date of this issue of **TIP.** Academic Division 14 members are asked to check their department's chairman — or whoever is most appropriate — to make certain that the responses have been sent in. It is worth keeping in mind that the end product will be an informational document to be used by prospective students and hence its impact on future enrollments will be great. Please help get these in!

FOCUS ON PAUL THAYER

by Art MacKinney

Dr. Thayer

For the past three years, **Paul W. Thayer,** Senior Vice-President of the Life Insurance Marketing and Research Association of Hartford, Connecticut, has served Division 14 as Secretary-Treasurer. This office represents the latest in a long series of contributions he has made to the Division and to APA. He has served as member and chairman of our Scientific Affairs Committee and Member-at-Large to the Executive Committee before being elected Secretary-Treasurer. He has served with the APA Insurance Trust, including one two-year term as Chairman, plus service as a member of the APA Finance Committee. He was elected a Fellow of APA in 1965.

Paul is an Ohio State Ph.D. and he taught at both OSU and Penn prior to going to LIMRA (then LIAMA) in a training research capacity. He became Senior Vice-President in 1972. He is co-author, **with Bill McGehee,** of **Training in Business and Industry,** and has also published numerous articles and monographs.

ABPP INVITES APPLICATIONS

The American Board of Professional Psychology, Inc. (ABPP) is accepting applications for candidacy for its diploma in Clinical Psychology; Counseling Psychology; Industrial and Organizational Psychology; and School Psychology. Interested Psychologists may obtain the necessary information and forms from American Board of Professional Psychology, Inc., 756 East Main Street, Rochester, New York 14604.

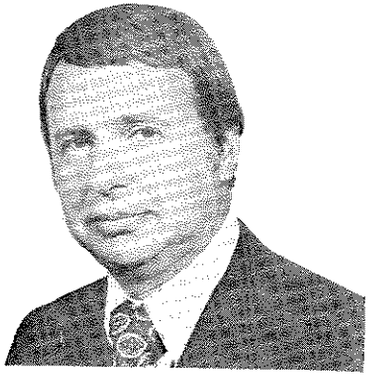
EDWIN FLEISHMAN ELECTED PRESIDENT OF IAAP

Edwin A. Fleishman has been elected President of the International Association of Applied Psychology. Announcement of the election was made at the 18th International Congress of Applied Psychology, held in Montreal. Dr. Fleishman is only the second President from the United States in the 50 year history of the Association, which now includes members from 90 countries. The first President was Claparade, elected in 1920. The only previous U.S. President was Morris Vitelis, of the University of Pennsylvania. Dr. Fleishman will preside over the next Congress to be held in Munich in 1978.

Dr. Fleishman is Senior Vice President of the American Institutes for Research and Director of AIR's Washington Offices. Before coming to AIR in 1963, he was a professor at Yale University.

He has served on the APA Policy and Planning Board, the APA Membership Committee, and has been Chairman of the APA Committee on Psychological Tests. He is currently the Editor of the *Journal of Applied Psychology* and is the outgoing President of Division 14.

Dr. Edwin Fleishman



ASPA FILES AMICUS BRIEF

Testing issues examined in Moody vs. Albemarle Paper.

The American Society for Personnel Administrators, better known as ASPA, has filed an **amicus curiae** brief in the Supreme Court case of Moody vs. Albemarle Paper. As Division 14 President **Don Grant** reported in his interview with **TIP** (elsewhere in this issue), the Division attempted to get AAP involved in this action but, for a variety of reasons, it wasn't possible. Thus, ASPA took on the task. ASPA's brief states that "EEOC, and to a disturbing degree, the courts, have tried to specify an overly rigid methodology for the acceptable validation of all employment tests in all contexts . . . " It goes on to maintain that the effect of EEOC guidelines is to force employers to use quota-oriented hiring rather than genuinely adequate and professionally developed selection systems. It espouses several principles:

— Validation should not be required if not technically feasible,
— Job analysis should not be a required prerequisite to validation,
— Validation should be required only if the total selection program has demonstrated "adverse impact",
— "Differential validity" has limited utility.

As reported in the last issue of **TIP,** President Grant has been working closely with the leadership of ASPA in an attempt to generally improve liaison and working relations between the two organizations. As one example, the President of ASPA will meet with the Division 14 Executive Committee this coming August 30.

CENTER FOR CREATIVE LEADERSHIP HOSTS I-O PRACTITIONERS

This past January, leading practitioners of industrial-organizational psychology — nearly all members of Division 14 — met at the Center for Creative Leadership in Greensboro, North Carolina. This invitational conference was hosted by the Center, and included programs addressed primarily to the **practice** of I-O psychology. Presentations were made by **James Robinson, Paul Steiger, Doug Bray, Paul Johnson, Allen Kraut,** and **Bill Byham.** A major talk on assessment centers was presented by **Donald MacKinnon.** Other participants included **Jon Bentz, Jim Brant, Henry Brenner, Dick Campbell, Ralph Canter, Bob Carlson, William Eckerman, Jim Glennon, John Gorsuch, Don Grant, Ann Howard, James Huck, David Konigsburg, Bill McGehee, Joel Moses, Jerry Niven, Virginia Schein, Paul Sparks,** and **Rogers Taylor.**

In capstone comments, **Dave Campbell,** VP for Research and Programs for the Center, commented, "Spending two days with the leading practitioners of applied psychology makes you realize both how much we have learned about application, and how much controversy there is about whether we have learned anything!"

The meetings were reported in **CCL,** a publication of the Center. You may receive the publication by writing the Center at P.O. Box P-1, Greensboro, NC 27402.

ANNUAL MEETINGS, AUGUST 30 — SEPT 3, CHICAGO

IAAP SETS GOALS, SEEKS MEMBERS

Ed Fleishman, who was recently elected president of the International Association of Applied Psychology (for an eight-year term) and **Harry Triandis,** the U.S. secretary-treasurer, have launched a membership drive to recruit more U.S. members.

The goal of the IAAP is to increase scientific communication among psychologists around the world. With the election of the new officers, the plan is to have the Association play a more active role in fostering this goal.

The IAAP is the only broadly based international association of psychologists with individual memberships. It represents a network of psychologists sharing common scientific and professional interests throughout the world. With more active U.S. membership this resource could be strengthened.

Among the items planned are (a) upgrading the journal **(International Review of Applied Psychology)** to include more high quality articles, particularly in areas of common interest to psychologists from different countries, (b) use of the journal to describe what's going on in applied psychology in other countries, (c) the development of workshops and seminars around topics of interest to psychologists in many countries, (d) increased participation by members in planning the Congress, which takes place every four years, and (e) increased opportunities for social contacts during the Congress. Members will also receive periodic communications regarding international developments in psychology.

An example of a current effort developed and supported through IAAP activity is the International Test Commission, for the coordination of measures, across regions, to promote the proper use of psychological tests and to protect the public. This commission publishes a newsletter and a summary of this activity is presented elsewhere in this issue of TIP. A related activity is the Seminar on Test Construction for Developing Countries to be held in Amsterdam, July 6-10, 1976.

The next IAAP Congress is going to be held in Munich, Germany, in the summer of 1978. Members will be asked to suggest innovations for the program and the organization of the Congress. Registration fees to the Congress are at reduced rates for members. Previous Congresses have been held in Montreal, Liege, Amsterdam, Ljubljana, Copenhagen, and Rome.

Dues include subscription to the journal which will become a quarterly.

The Executive Committee now includes the following U.S. representatives:

Edwin A. Fleishman	**Harry Triandis**
Edwin Hollander	**Morris Viteles**
Donald Super	**Julius Wishner**

Dues for 1975 are $8.00. Division 14 members should have a special interest in joining IAAP. Interested members should write to **Harry Triandis,** Department of Psychology, University of Illinois, Champaign, Illinois 61820 or call him at (217) 333-1894 for an application. All 1974 issues of the Review will be sent to you.

ANNUAL WORKSHOPS, AUGUST 29, CHICAGO

TIP TALKS TO DON GRANT

During 1974-75, **Don Grant** of A T & T has served as President of Division 14. To give the readers a better insight into Grant's administration, his priorities for the Division, and the like, **TIP** Editor, **Art MacKinney,** posed several questions for Don and his comments are recorded below. At the forthcoming August meeting of the Association, Don passes the presidency to President-Elect **Lyman Porter.**

TIP: Let's begin by asking you how you feel about your year as President of Division 14.

Grant: It's been a fine year. Actually, being President is not too difficult. The first push is to set up the committees and committee chairmen prior to taking office, and the help of the Committee on Committees on this is excellent. They did a fine job for me. Then in the fall there is a push to get the committees functioning, making sure their objectives are established and things are running. These committees, with the Secretary-Treasurer, do the work of the Division. And things have gone well!

TIP: Don, what do you regard as the major accomplishments of your administration?

Grant: I can list some things, but I can't take personal credit. First there has been the work of the **ad hoc** committee for testing guidelines. This seems to be the high point of the year's work. Second there is the work of the Long-Range Planning Committee which will turn out to be very important for the Division. Third, there is the work of the Scientific Affairs Committee in establishing new approaches to their activities.

TIP: Have there been any significant disappointments?

Grant: Yes, we were invited last December to submit an **amicus curiae** brief in the Albemarle Case. We received thirty days notice, which, based on our experience in the Georgia Power Case, simply isn't enough time. So we asked **Mary Tenopyr** and the **ad hoc** group she has been working with — you may remember that they had been lobbying in regard to the proposed EEOCC guidelines — to prepare a brief and finance it. In addition, **Ken Clark** and AAP agreed to consider sponsoring it. The law firm of Steptoe and Johnson was asked to do the necessary legal work. The AAP Board was not satisfied with the draft submitted for their review and decided against sponsoring the brief. At the last minute, it was rewritten, ASPA sponsored it, and it turned out fine. But Division 14 simply was not equipped to handle such a large task; we had hoped for AAP sponsorship.

TIP: Can I get you to "read the tea leaves" on the future; how do you see the future of Division 14?

Grant: There are several areas of concern. First, Division 14 has to better define its own identity. We lack an identification of what we are. We have always been a mix of the scientific and the professional, and there has been, and is, a major advantage to this mix. But today, without neglecting the science, I think we have to become more concerned with the **practice** of Industrial-Organizational Psychology. The 1970 APA Task Force (on Professional Practice) was critical of practice in the field and we have largely ignored that report. I have asked the Professional Affairs Committee to pick that up again. We must work on the question of what is the practice of I-O psychology. We need to look at certification and licensure legislation, at the standards for providers of service, and we need to keep on top of APA, AAP, and state regulations that bear on practice. We need to be more involved in policy-making in this area. Frankly, clinical psychology has taken over the lead here.

Second, we have to be more concerned with keeping our own house in order. This means being concerned with ethics and competence; how to train, how to transfer our training into practice, and how to monitor that practice.

And, of course, legislation and guidelines will continue to have a big impact on our field. We need to set up mechanisms whereby we can keep on top of these and respond as needed. We need an "early warning" system that really works. And most important of all, we need some "proactive" procedures as a profession that act in advance of the occurrence of problems. One example of what I mean is the work of **Joel Moses** and others to establish standards for assessment centers. This is proaction before problems have a chance to occur.

Division 14 needs to be **much** more involved in APA! We need more people on APA Boards and Committees. I'm not being critical, but we need to be more aggressive on this. Right now clinicians have about 36% of the membership of APA; we have less than 5%. It's obvious that we must do all we can to increase our membership.

And as we've known for some years, the psychology departments are getting less interested in our field. Business schools are more involved but they are not psychology. This raises the spectre that this could be a dying field as we know it today. The job market may reverse this trend, but it's too early to tell. There is a huge wave of graduate students, few jobs in experimental, teaching opportunities are drying up, so these students may turn to the professional areas of industrial, clinical, educational, etc.

TIP: Are there any people you would particularly like to single out for recognition in this convention issue of **TIP**?

Grant: This is difficult to answer because all of our committees have done outstanding work. **Bob Guion** and **Mary Tenopyr** have done a hell of a good job on the testing guidelines. They had a lot of support from a large and hard-working committee. Then, too, I would like to particularly commend the innovations introduced by the Program, Public Relations, and Scientific Affairs Committees. **Paul Thayer,** of course, has been a superb Secretary-Treasurer.

GREMLINS PLAGUE WORKSHOP ANNOUNCEMENTS

Two major errors have crept into the announcements of the 1975 Division 14 Workshops. Please note the corrections below.

First, the correct hotel is the **Hyatt Regency Chicago,** 151 E. Wacker Drive. The April **TIP** incorrectly listed it as the Hyatt O'Hare.

Second, the printed workshop announcement sent to registrants indicates that the sessions are on Thursday, but in fact they are on **Friday, September 29.**

All attendees please note these important corrections!

CORRECTION

Ray Katzell advises TIP that his NSF/RANN report, entitled **Work, Productivity, and Job Satisfaction,** which was described in the April issue, will be published by The Psychological Corporation rather than the NYU Press. It should be available by the time you receive this issue.

NOTES AND NEWS

by Art MacKinney

Karlene Roberts, presently of the University of California, Berkeley, will be spending a sabbatical year during 1975-76 at the University of British Columbia, Vancouver.

Virginia Schein, Metropolitan Life Insurance Co., has been appointed Associate Professor of Organizational Behavior, Case-Western Reserve University, Cleveland, Ohio.

Charles Hulin, presently of the University of Illinois, will spend 1975-76 on sabbatical leave at the University of Washington, Seattle.

Olga Englehardt, North Central College, Naperville, Illinois, has just completed a 10 week "professional term" visiting at Northwestern University's Center for the Teaching Professions.

Mike Beer, Corning Glass, has been appointed to the Organizational Behavior Department, Harvard Business School, effective September 1.

Jeanne Herman, University of Illinois, is moving to the Institute for Social Research, University of Michigan.

Virginia Schein, Metropolitan Life, was featured in an interview in **Glamour** magazine, June issue. The title of the article was, "How to Deal With Your First Job."

Psychological Corporation's Professional Examinations Division has been awarded two new contracts for the preparation of exams for professional groups: American Society for Personnel Administrators (ASPA) and Institute for Certification of Computer Professionals (ICCP). **Kitty Katzell** serves as staff consultant to the division.

Some of the post-doctoral institutes being offered this August 27-29 by Division 12 (Clinical) may be of interest to Division 14 members. Examples include Management of Independent Private Practice, Assertiveness Training, Communication Analysis, MMPI Interpretation, and Experimental and Quasi-Experimental designs. For more information write **Joseph E. Hasazi,** Department of Psychology, University of Vermont, Burlington.

Gerald M. Fort of Humber, Mundie, and McClary had a brief report entitled "What's Up in the Field of Industrial Psychology" published in the newsletter of the Minnesota Psychological Association, March 1975.

TIP has received a copy of **Mildred Katzell's** AMA survey report **"Productivity: The Measurement and The Myth".** Copies are available from AMACOM, 135 West 50th Street, New York, N.Y. 10020.

The March 1975 issue of **Developments** includes an article on the validity of assessment center evaluations for black and white female employees by **Jim Huck** and **Doug Bray.** The magazine is published by AT&T.

Mildred (Kitty) Katzell, Psychological Corporation, has been named to the State Board of Psychology in New York.

Erwin S. Stanton's book, **The Manager's Guide to Equal Employment Opportunity Requirements,** is now published and available from Dr. Stanton, 200 Park Ave., New York, N.Y. 10017.

Mortimer Feinberg has been appointed Director of Advanced Management Programs and Assistant Dean, Baruch College, City University of New York. Dr. Feinberg continues as a Professor of Psychology, CUNY, as well as Chairman of the Board and Co-founder of BFS Psychological Associates, Inc.

The Board of Trustees of AAP includes Division 14ers **Douglas Bray, Robert Kahn,** and **Kenneth E. Clark** (as Chairman). Other members of the Division hold key positions in APA and they are listed elsewhere in this issue.

If you hold a position in these or other professional/scientific societies, **TIP** would like to know about it. Please let us know!

Ernie McCormick writes TIP, "I am pretty much out of circulation for this (spring) semester, as far as getting out and around is concerned . . . I do hope to be back into more active circulation possibly sometime in May." **TIP** reported in April about Ernie's very successful heart surgery.

Phil Ash, University of Illinois at Chicago Circle, is spending a sabbatical year as Visiting Professor, Department of Sociology, University of the Witwatersrand, Johannesburg, South Africa. Phil reports that he was late in getting started on his leave because of a hip fracture last December.

Frank Erwin, President of Richardson, Bellows, Henry & Co., Washington, D.C., reports that he and **James W. Herring** engage in extensive work in regard EEO requirements. This info comes in response to **TIP** efforts to make available an informal roster of psychologists doing this type of work.

Wayne Sorenson has been appointed Vice President-Research for the State Farm Insurance Companies of Bloomington, Illinois. Wayne formerly was Assistant Vice President-Research for State Farm.

Tim Hall and **Clay Hamner,** both of Michigan State, will be joining the Organizational Behavior Department, Graduate School of Business, Northwestern University. **Barry Staw,** now at Illinois will also be moving there. Others in the OB group include **Mike Radnor** (Chairman), **Bob Duncan, Joe Moag, Russ Johnson, Bob Dewar,** and **Harold Guetzkow.**

Bob Heckman, Vice-President of Personnel Decisions, Inc., Minneapolis, reports that his firm is "among those doing consulting in connection with EEO requirements." Bob is just completing a one year term as Chairman of the Division's Professional Affairs Committee.

Tim Hall, Don Bowen, Roy Lewicki, and **Fran Hall** have a new book, **"Experiences in Management and Organization Behavior",** just published by St. Clair Press.

Wayne Sorenson has been appointed to the APA Committee on Standards for Providers of Psychological Services. The original drafting committee included Division 14ers **Milt Blum** and **Harold Edgerton** and the present committee is charged with continuing work on the standards. Wayne would welcome your suggestions: One State Farm Plaza, Bloomington, Illinois 61701.

Jerry Rosenberg has been appointed Chairman and Professor of Management, Polytechnic Institute of New York. PINY was formed last year by the merger of NYU's School of Engineering and Science with the Polytechnic Institute of Brooklyn.

Lawrence G. Lindahl has returned from several years abroad which included service at Ain Shams University, Cairo, Athenian Institute of Anthropos, Athens, and the University of Zambia, Lusaka, Zambia. Dr. Lindahl is a private-practice consultant in Des Moines, Iowa.

Ruth Heiser, formerly of Glendale, Ohio, has moved to Brunswick, Maine. Address: R.R. 2, zip 04011.

Larry Cummings, University of Wisconsin, Madison, has been appointed Associate Editor of the **Academy of Management Journal** and will become editor in 1976. He has also been appointed the H.I. Romnes Fellow, Graduate School, UW Madison.

Is **TIP's** face red! Last issue we reported the wrong hotel for the Division 14 workshops. The correct hotel is the **Hyatt Regency Chicago** (the one downtown), 151 E. Wacker. The word is out; we're fallible after all!

George Speer, Illinois Institute of Technology, writes, "I certainly miss the VIE and vote to have it restored." Another vote for our side!

T. J. Carron, Ethyl Corporation, Richmond, Virginia, reports to **TIP** that he has done a great deal of EEO kinds of consulting projects both internally

to his company and externally with customer companies. Address: 330 S. Fourth St., Richmond, 23217.

John Leach has been appointed Senior Research Psychologist with the Industrial Relations Center, University of Chicago. His specific responsibilities will include work in the area of Career Life Planning both for individuals and organizations. Address: 1225 E. 60th St., Chicago 60637.

Alan J. Burnes has been appointed Director, Human Resource Services, Textron Corporation, Providence, R.I. Address: 40 Westminister St., zip 02903.

Watson Wilson reports that the Worcester, Massachusetts office of Nordli, Wilson Associates has moved from 27 Elm to 311 Main, zip 01608.

Allan G. Hedberg reports an address change from Fullerton to Fresno, California: 1575 N. Van Ness, zip 93728. No other details available.

Dennis A. Hawver, Program Director for Behavioral Measurement and Analysis for RHR Institute, Inc., (a subsidiary of RH& R, Inc.) is deeply involved in EEO matters. The RHR Institute was established about three years ago as the specialized applications arm of Rohrer, Hibler, and Replogle. Hawver reports RHR has six Fellows and at least 30 members of Division 14.

Gunther Boroschek, University of Wisconsin, Madison, has been appointed Professor of Organizational Psychology, University of Massachusetts, Boston. He will work in the area of management education.

Joe Cutcliffe has been appointed Senior Associate, Hay Associates, 1 Maritime Plaza, San Francisco 94111.

News from A. T. Kearny, Los Angeles: **Ken Misa** has been elected a principal of the company, responsible for organization and personnel practice on the west coast. **Russ Scalpone** joined the L.A. office last January.

In response to inquiry from **TIP, Doug Bray** writes, "A twice-a-year newsletter, **Assessment and Development,** is now being published and distributed by Development Dimensions, Inc. The publication contains research reports and news of new approaches in the areas of assessment centers and related programs. The newsletter is free; write Development Dimensions, 250 Mt. Lebanon Blvd., Suite 419, Pittsburgh, Pennsylvania 15234."

Samuel S. Dubin, Penn State University, has just returned from a year in Iran where he was a management consultant to the Industrial Management Institute on a UN/ILO project. Following Iran, he made a three month lecture-seminar tour to India, Nepal, Thailand, Indonesia, Philippines, Saigon, Singapore, Hongkong and Tokyo.

Thomas Jeswald has left the Ford Motor Company and has joined R.R. Donnelley as Section Manager, Selection and Placement. His new address is 2223 King Dr., Chicago 60616.

IPAT (Institute for Personality and Ability Testing, 1602 Coronado Dr., Champaign, Illinois 61820) is planning a program of workshops in Chicago, August 28-29. One program is entitled "Scientific Selection in Industry" and another "Tests and Training."

BNA has announced the availability of their new **EEOC Compliance Manual** Available in loose-leaf form with regular supplementary materials to subscribers. Write Customer Relations Department, BNA, Washington, D.C. 20037.

Ed Fleishman will be spending the academic year 1975-76 as a Visiting Professor in the Graduate School of Administration, University of California, Irvine.

Do you have a news item for TIP? New job, new title, new assignment, change of location, leave of absence? Write **Art MacKinney,** Graduate School, Wright State University, Dayton, OH, 45431. (Phone: (513) 873-2975).

FESTSCHRIFT FOR ROSS STAGNER

by Marshall Sashkin

On April 17 and 18 friends and colleagues from diverse geographical locales and psychological disciplines gathered to honor **Ross Stagner,** celebrating a career distinguished in range and depth of contributions. It should be emphasized that this career is by no means over: Ross continues as an active faculty member at Wayne State University, having "retired" only from the questionable pleasures of department chairman.

The formal proceedings consisted of reminiscences from old friends, reports of current research relating to the themes pioneered by Ross, and a banquet party. **Hy Meltzer** offered personal recollections and a "psychological analysis" of Ross's career. **Harry Harlow** happily heaped humps of horse—on "the gentle genius of the genitals" in a paper titled "Freudian Facts, Frauds, and Fallacies—The Four F's". But the high point of his presentation was a description of Ross chasing through the alleys of Madison after a renegade "curarized" cat who had no interest in being conditioned while in a makeshift iron lung.

In more serious views, **Dan Landis** spoke of his work extending Stagner's approach to conflict resolution to the educational process with particular relevance to cross-cultural conflict, **Charles E. Osgood** looked at linguistic effects on conflict processes at international and intercultural levels, and **Charles Solley** spoke on "Concept Probabilities and Unconscious Inference", thus linking to Ross's work in the area of personality.

Highlight of the proceedings was the banquet, which provided a more personal opportunity to pay tribute to Ross. **Shelden Alexander** read excerpts of letters and telegrams from colleagues across the nation and the world. Perhaps the best and most succinct commentary was given by Ross's long-time colleague at Wayne, **Hjalmar Rosen.** Hjal's comments are reproduced below.

The Complete Scholar

Although there are a number of very visible and highly esteemed scholars within the discipline of psychology—men and women who have made their marks in the field in terms of their contributions—one finds that, in most cases, such "stars" have made their names within the confines of rather narrow areas of specialization. I do not mean in any way to depreciate the contributions of such scholars, **but** the outstanding scholar is not a narrow specialist.

The outstanding scholar is complete, in the sense that there are few if any gaps or critical factors lacking.

Granted, that within the growing complexity and scope of human knowledge, a latter day John Stuart Mill would be impossible to unearth, still, there are a precious few individuals who have encompassed and developed knowledge over a wide range of subject matter and who have contributed significantly in many diverse areas.

It is all too easy to dismiss such individuals as being dilettantes—jacks of all trades but masters of none. But there is a critical difference between the dilettante and the complete scholar. The former articulates knowledgeably but often superficially over a broad spectrum; the latter incorporates, integrates, and contributes in diverse problem areas.

Let me now turn to the man who provides the stimulus for this gathering: Ross Stagner. I do not want to repeat the obvious accomplishments he has made. Rather, I would like to present the breadth and depth that is required for such an individual to contribute as a complete scholar.

(Cont'd on page 49)

HANDBOOK TO APPEAR IN AUGUST

by Marv Dunnette

The **Handbook of Industrial and Organizational Psychology,** edited by **Marvin D. Dunnette,** has a planned publication date of August 1975. It is published by Rand McNally and will have a price of $45.00. The table of contents is somewhat different from the one listed in a previous issue of TIP. The final listing is as follows:

Ch.	Title	Author
1	Theory Building in Applied Areas	Robert Dubin
2	A General Systems Approach to Organizations	F. Kenneth Berrien
3	Motivation Theory in Industrial and Organizational Psychology	John P. Campbell and Robert D. Pritchard
4	Human Learning	Russell W. Burris
5	Problems and New Directions for Industrial Psychology	Chris Argyris
6	Psychometric Theory	John P. Campbell
7	The Design and Conduct of Quasi Experiments and True Experiments in Field Settings	Thomas D. Cook and Donald T. Campbell
8	Multivariate Procedures	David J. Weiss
9	Field Research Methods: Interviewing, Questionnaires, Participant Observation, Systematic Observation, Unobtrusive Measures	Thomas J. Bouchard, Jr.
10	Laboratory Experimentation	Howard L. Fromkin and Siegfried Streufert
11	Aptitudes, Abilities, and Skills	Marvin D. Dunnette
12	Vocational Preferences	John L. Holland
13	Personality and Personality Assessment	Harrison Gough
14	Background Data	William A. Owens
15	Job and Task Analysis	Ernest J. McCormick
16	Engineering Psychology	Alphonse Chapanis
17	Behaviors, Results, and Organizational Effectiveness: The Problem of Criteria	Patricia C. Smith
18	Recruiting, Selection, and Job Placement	Robert M. Guion
19	Personnel Training	John R. Hinrichs
20	Managerial Assessment Centers	Robert B. Finkle
21	Conflict and Conflict Management	Kenneth Thomas
22	The Technology of Organization Development	Michael Beer
23	The Management of Ineffective Performance	John B. Miner and J. Frank Brewer
24	Consumer and Industrial Psychology: Prospects for Theory Corroboration and Mutual Contribution	Jacob Jacoby
25	Organizations and their Environments	William H. Starbuck
26	Organizational Structure and Climate	Roy Payne and Derek S. Pugh
27	The Structure and Dynamics of Behavior in Organization Boundary Roles	J. Stacy Adams
28	Role-making Processes within Complex Organizations	George Graen
29	Control Systems in Organizations	Edward E. Lawler III
30	The Nature and Consequences of Job Satisfaction	Edwin A. Locke
31	Stress and Behavior in Organizations	Joseph E. McGrath
32	Decision Making and Problem Solving	Kenneth R. MacCrimmon and Ronald N. Taylor
33	Group Influences on Individuals	J. Richard Hackman
34	Leadership	Victor H. Vroom
35	Communication in Organizations	Lyman W. Porter and Karlene H. Roberts
36	Change Processes in Organizations	Clayton P. Alderfer
37	Cross-cultural Issues in Industrial and Organizational Psychology	Gerald V. Barrett and Bernard M. Bass

International Ergonomics Association Sixth Triennial Congress, 1976

by Irwin L. Goldstein

The Sixth Congress of the International Ergonomics Association will be held in July, 1976, at the University of Maryland, College Park, Maryland, in conjunction with the annual meeting of the U.S. Human Factors Society. In a bicentennial year this is an event among many, but to the thousands of people across the world whose interests lie in the support of man in his working environment it is an event of special significance, since this will be the first occasion on which the Congress has been held outside of Europe.

As a study, ergonomics is broader in context and connotation than its American counterpart of human factors engineering. In some European countries, in fact, the subject embraces elements of occupational medicine, occupational hygiene, and occupational sociology. In addition, ergonomics has traditionally been oriented towards the study and solution of problems arising in the working and home environment whereas human factors has until recently been much more concerned with the study of problems in the military and space environment.

The international Ergonomics Association itself is an affiliation of ergonomics and human factors societies from around the world, including the U.S. and Canada. Developing out of the Ergonomics Research Society, which was founded in 1949, the international organization has continued to flourish until it now has membership from some 13 countries in both hemispheres, a central secretariat, and an executive council of members of international reknown. Maintaining liaison, as it does, with the World Health Organization, the International Labor Office, the International Standards Organization, and the European Economic Community, the Association is a world body of influence and significance.

Not the least of that influence is manifest at the Triennial Congress, where delegates and their associates meet for the presentation of papers, the exchange of scientific ideas, and the preparation of resolutions. As already noted the next Congress will be held at the University of Maryland in July, 1976. It will be memorable for all attending, and hopefully significant for the further welfare of man in his working environment.

HOW FEDERAL COURTS WRITE TEST VALIDATION GUIDELINES

by C.P. SPARKS

It might interest those members of the profession who are involved in test validation to know that there is a present federal court opinion that a correlation of .30 between test and criterion is the minimally acceptable level for determining that the test has practical significance. This has now been cited by two appellate courts, the First Circuit in Boston Chapter, **N.A.A.C.P., Inc. v. Beecher** (September 18, 1974) and the Court of Appeals for the District of Columbia Circuit in **Douglas v. Hampton** (February 27, 1975) and again in Davis v. Washington on the same date. In the absence of opinions by the Supreme Court those of the appellate courts are afforded great deference by lower courts, particularly when more than one appellate court take the same position.

The genesis of this position was a United States District Court, District of Massachusetts decision on February 8, 1974 in the aforementioned Boston Chapter, **N.A.A.C.P., Inc. v. Beecher case.** Included in the decision was the following:

"Dr. Costa conducted what he described as a concurrent criteria-related validity study. A brief discussion of terms as described to the Court is in order. The mathematical relationship between the test scores and the measures of job performance is referred to as the correlation coefficient. A correlation coefficient of .00 means the study shows no relationship between the test and job performance, while a coefficient of 1.00 indicates a perfect relationship between the two. In order for a correlation coefficient to have significance, it must be both statistically and practically significant. Statistical significance means that the possibility of the results being reached by chance are minimal. Practical significance means that the coefficient shows a sufficiently high relationship between success on the test and successful job performance. Both Dr. Costa and plaintiffs' expert, Dr. Hunt, agreed that as a 'rule of thumb' a coefficient of .3 would be the minimum level to indicate a satisfactory relationship. A lower coefficient would not be practically significant and would not justify use of the test."

On appeal the First Circuit commented on validation and added in footnote 13:

"The objective portion of the study produced several correlations that were statistically significant (likely to occur by chance in fewer than five of one hundred similar cases) and practically significant (correlation of +0.3 or higher, thus explaining 9% or more of the observed variation). Of the seven statistically significant correlations, four were not practically significant. . ."

When the Court of Appeals for the District of Columbia Circuit ruled regarding validation efforts in the two cases cited above, each included a footnote citing the footnote of the First Circuit. In such a manner has it been established that a correlation of .30 between test and criterion is necessary to establish practical significance and the utility of a test.

The same type of historical development can be made for several other requirements being stipulated as necessary to a satisfactory validation study and more can be anticipated.

INNOVATION IN PROGRAM AT A.P.A. CONVENTION

by Stan Acker

As the Program Committee's survey confirmed, there are varied reasons why Division 14 members attend the APA annual meeting. In an attempt to increase the attraction of the convention for the Division membership, the Program Committee will sponsor as an experiment a series of small group discussions at the Chicago session. Organized around a topic, rather than a particular presenter, the small group discussion is intended to provide a way of getting people together who have common interests so that they can share their experience, exchange points of view, and, perhaps, establish a base for continuing dialogue.

The approach was designed with the practitioner particularly in mind. It seems likely that a lot of interesting work is being done in the field that is never presented at APA and never published. The small group discussion is planned as a way for the practitioner to play a more active role at the convention through sharing and interacting. Others, of course, are most welcome.

There will be seven small group discussions. All will be held in Private Dining Room #1 at the Palmer House. A discussion leader(s) will be in charge of each two-hour session. The leader's function is to define the discussion area, stimulate discussion, confine discussion to the topic, invite sharing and to serve as a resource person. The leader has not been asked to prepare a presentation. These will not be paper reading sessions.

Admission to the small group discussion will be on a first come, first served basis. A circle of chairs will be provided and members are asked to observe the principle that **when the chairs are filled, the session is closed.**

SESSION SCHEDULE

SATURDAY, AUGUST 30, 9-11 a.m.

The Remaking of TIP: How can the newsletter be made more lively, timely and interesting?
Join with the editors. They welcome discussion on any phase of the TIP program, operations and goals. **Art MacKinney, Mike Kavanagh, Marshall Sashkin, Duncan Dieterly.**

SATURDAY, AUGUST 30, 2-4 p.m.

Women in Jobs Requiring Heavy Physical Work.
Many problems encountered in opening more jobs to women are in jobs requiring heavy physical work. Discussion will focus on various ameliorative approaches, such as selection, training, and task/equipment redesign. **Dick Campbell.**

SATURDAY, AUGUST 30, 4-6 p.m.

Career Planning and Development.
An exchange on state-of-the-art, potential contributions and issues regarding career planning/development in today's social/economic climate. **Walt Storey** and **Stan Acker.**

SUNDAY, AUGUST 31, 12-2 p.m.

Integrated Staffing.
An alternative to traditional personnel selection models combining hiring, placement, training and job/organizational design into a total system for improved person-job matching. **Lew Albright.**

MONDAY, SEPTEMBER 1, 1-3 p.m.

Transactional Analysis of Communication.
Communication considered in its broadest sense — experienced through formal or informal and official or unofficial media such as work groups, performance appraisal, compensation systems, newspapers, attitude surveys, etc. **Scott Myers.**

MONDAY, SEPTEMBER 1, 3-5 p.m.

Human Relations and Personal Problems in Owning/Managing a Business Outside the U.S.
Sharing of experiences in trying to become international or multi-national as a business or corporation. **Tom Wickes.**

TUESDAY, SEPTEMBER 2, 11 a.m. — 1 p.m.

Upward Performance Appraisal.
The concept of Upward Appraisals: the rationale and some early experiences. Discussion will deal with its desirability, its feasibility and how one can go about implementing such a process. **George Trammell.**

NOTICE

A revised Writers' Kit has been prepared by Dr. **Richard O. Peterson** of the Public Relations Committee. Copies may be obtained by sending a request to:

Dr. **Paul W. Thayer**
Life Insurance Marketing and Research Association
170 Sigourney Street
Hartford, Connecticut 06105

and enclosing a check for $1.00 made payable to Division 14, APA.

NOTICE

ASPA would like to announce the availability of research funding on a matching basis for projects of a practical nature. Please submit your research proposal to:

J. William Urschel
ASPA Research Funding Committee
Ernst and Ernst
Suite 2400
633 Seventeenth St.
Denver, Colorado 80202

DIVISION 14 MEMBERS ON APA BOARDS AND COMMITTEES

Baxter, Brent	JSAS Editor: Personnel and Industrial Psychology (1975)
Blum, Milton L.	Task Force on Standards for Service Facilities (1970)
Bray, Douglas	Committee on Scientific and Professional Ethics and Conduct (1970-75) Steering Committee for the National Conference on Levels and Patterns of Training (1975)
Campbell, John P.	Ad hoc Committee to Evaluate Relocation (1974)
Clark, Kenneth E.	Publications and Communications Board (1973-76) Chair Ad hoc Committee on Manpower-Human Resources (1971)
Edgerton, Harold	Task Force on Standards for Service Facilities (1975)
Eyde, Lorraine	Ad hoc Committee on Promoting Public Interest Activities (1975)
Fiedler, Fred E.	Membership Committee (1974-76)
Fleishman, Edwin A.	Council of Editors — **Journal of Applied Psychology** (1971-76)
Katzell, Raymond	Committee on Psychological Tests and Assessments (1973-75)
Perloff, Robert	Board of Directors (1974-77) Treasurer Council of Representatives (1974-77) Finance Committee (1974-77) Chair Publications and Communications Board (1974-77) ex officio Ad hoc Committee on Divisions-APA Relationships (1974) Ad hoc Committee to Evaluate Relocation (1974)
Seashore, Stanley	Committee on Scientific and Professional Ethics and Conduct (1974-76)
Smith, Patricia C.	Committee on Specialty Practice (1973-75)
Tenopyr, Mary L.	Council of Representatives (1974-76) Div. 14 Board of Professional Affairs (1974-76)

1975 PROGRAM SET

by Mildred Katzell

The Program Committee has accepted the fact that it can't please all of the people (in Division 14) all of the time, but we tried to please as many as we could.

Some of the membership may not realize that APA tells each division how many hours it may use for substantive programming, and how many of those hours may be scheduled on each day. Division 14 had thirty-two hours this year, six on each of the first four days of the convention and eight on the final day. That helps to explain why there are meetings of interest to you on Tuesday and even Wednesday.

The Committee also tried to guide itself in its selections by considering the responses of our members to the survey conducted last fall. Some wanted more theory and less practice, others wanted less theory and more practice, so you are offered some of each. Many wanted small group sessions, and these have been arranged. (See article by **Stan Acker.**) Other sessions reflect the requests for meetings on EEO and testing, international topics, involvement of non-psychologists, awareness of where we came from, and attention to where we are going.

Since the Mock Trial was the most popular session last year, there will be a follow-up showing the roles of the attorneys, the judge, and the expert witness. The two social hours were also popular, so there will be two of them again. (Note: Social hours don't count against our substantive hours.)

In doing the scheduling, conflicts between Division 14 sessions were held to a minimum, but you may have trouble finding time for lunch because there are likely to be so many meetings you won't want to miss. The Program Committee hopes you will plan to come to Chicago in time for the first meetings Saturday morning and stay all the way to the end. If you have suggestions for next year's program, be sure to attend the Conversation Hour with the Program Committee on Monday afternoon.

DIVISION WORKSHOPS AUGUST 29

Division 14 will present an outstanding series of six workshops at the Hyatt Regency Chicago Hotel the day before the annual meetings. Topics include organizational development, validation, assessment centers, behavior analysis, manpower trends, and outside views of I-O psychology. To register write Dr. **James Thurber,** 337 Forest Hills Drive, Elmira, NY, 14905. And hurry!

SPECIAL INVITATION TO NEW MEMBERS

This issue of **TIP** is being distributed gratis to the new members of the Division. This is not a usual procedure because the APA mailing lists — which **TIP** uses routinely — will not be available until after January of next year. So, by special arrangements with the Membership Committee, all newly-elected members of the Division are receiving this issue, and with it the special invitation to attend the Division's sessions and social hour at the forthcoming convention. Although this invitation can't be issued by name, we nevertheless encourage new members to get involved in the activities of the division as soon as possible. We look forward to meeting you!

CONVENTION PROGRAM

DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION

PROGRAM COMMITTEE

Mildred Katzell, Chairman
Stanley Acker
J. Richard Hackman
Milton Hakel
Abraham Korman
Edward Ryterband
John Wakeley

Palmer House
Chicago, Illinois

Saturday, August 30 — Wednesday, September 3, 1975

SATURDAY MORNING, AUGUST 30

9:00 - 10:50 CONVERSATION HOUR: THE REMAKING OF TIP: How can the newsletter be made more lively, timely, and interesting? (Private Dining Room 1)* **Art MacKinney, Mike Kavanagh, Marshall Sashkin,** and **Duncan Dieterly.**

10:00 - 10:50 PAPER SESSION: MEASUREMENT STRATEGIES. (Parlor F)* **George P. Hollenbeck,** Merrill-Lynch, New York, Chairman.

- An Approach to Selection Decisions: Dollars and Sense, **John T. Janz,** University of Minnesota, and **Marvin D. Dunnette,** University of Minnesota and Personnel Decisions.

- Job Sample vs. Paper-and-Pencil Trades and Technical Tests. **Frank L. Schmidt,** Personnel Research and Development Center, U.S. Civil Service Commission, and **A. L. Greenthal, J. G. Berner, J. E. Hunter, F. M. Williams,** Michigan State University.

- Behavioral Expectation Scales: An Evaluation of Their Development and Implementation. **H. John Bernardin,** Bowling Green State University.

11:00 - 12:50 SYMPOSIUM: DEVELOPING MANAGERIAL SKILLS VIA MODELING TECHNIQUES: SOME POSITIVE RESEARCH FINDINGS. (Crystal) **Allen I. Kraut,** International Business Machines, Armonk, New York, Chairman.

Participants:

- **William C. Byham,** Development Dimensions, Pittsburgh. Transfer of Interaction Modeling Training to the Job.

- **Robert F. Burnaska,** General Electric, Portsmouth, Virginia. The Effects of Behavioral Modeling Training Upon Managers' Behaviors.

- **Joel L. Moses,** American Telephone & Telegraph Company, New York. A Behavioral Evaluation of Behavioral Modeling.

- **Preston E. Smith,** International Business Machines, Franklin Lakes, N.J. Management Training to Improve Morale and Customer Satisfaction.

Discussants:

- **Milton Hakel,** Ohio State University

*Palmer House unless specified otherwise

SATURDAY AFTERNOON, AUGUST 30

1:00 - 1:50 INVITED ADDRESS (Monroe). **William A. Owens,** University of Georgia, Chairman.

- **Frederick R. Wickert,** Michigan State University. Hawthorne and Industrial Psychology: Views from a One-Time Insider.

2:00 - 3:50 SYMPOSIUM: DATA BASED CHANGE: SURVEY FEEDBACK AND BEYOND, (Private Dining Room # 18). **Frank Friedlander,** School of Management, Case Western Reserve, Chairman.

Participants:

- **David A. Nadler,** Institute for Social Research, University of Michigan. The Use of Feedback for Interventions: Promises and Pitfalls.

- **Cortlandt Cammann** and **Philip H. Mirvis,** Institute for Social Research. Producing Organizational Change by Using an Ongoing Feedback System.

- **Allan M. Mohrman, Jr.,** and **Robert B. Duncan,** Graduate School of Management, Northwestern University, and **Robert A. Cooke,** Institute for Social Research. A Survey Feedback Organization Development Program for Educational Systems.

- **David Bowers,** Institute for Social Research. Social Systems Characteristics and Organizational Diagnosis.

Discussant:

Clayton P. Alderfer, School of Organization and Management, Yale University.

2:00 - 3:50 CONVERSATION HOUR: WOMEN IN JOBS REQUIRING HEAVY PHYSICAL WORK. (Private Dining Room1) **Dick Campbell.**

4:00 - 4:50 CONVERSATION HOUR WITH PAST-PRESIDENT. (Parlor A). **Donald L. Grant,** American Telephone & Telegraph Co., New York, Chairman.

- **Edwin A. Fleishman,** American Institutes for Research, Washington, D.C.

4:00 - 5:50 CONVERSATION HOUR: CAREER PLANNING AND DEVELOPMENT. (Private Dining Room 1) **Walt Storey** and **Stan Acker.**

5:00 - 11:00 OUTGOING EXECUTIVE COMMITTEE MEETING. (Private Dining Room # 6). **Donald L. Grant,** American Telephone & Telegraph Co., New York, Chairman.

SUNDAY MORNING, AUGUST 31

9:00 - 9:50 INVITED ADDRESS BY THE 1975 S. RAINS WALLACE DISSERTATION AWARD WINNER (Parlor B). **Karlene Roberts,** Graduate School of Business Administration, University of California, Berkeley, Chairman.

- **John A. Langdale,** Professional Examination Service, New York, Assessment of Work Climates.

9:00 - 10:50 SYMPOSIUM (with Div. 19): ARMY RESEARCH INSTITUTE O.D. PROGRAM: INSTRUMENTATION, IMPLEMENTATION, AND METHODOLOGICAL ISSUES (Crystal). **Michael Beer,** Corning Glass, Corning, New York, Chairman.

Participants:

- **Stanley L. Cohen,** Army Research Institute. An Overview of the OD Research Program and Its Instrumentation.

- **John R. Turney,** Army Research Institute. Utilization of Behavioral Measures of Effort in an OD Program.

- **Walter L. Ross,** Behavior Science Corp., Valencia, Calif. The Implementation and Evaluation of an OD Intervention Program.

- **Samuel C. Shiflett,** Army Research Institute. Expansion and Cross-Validation of Diagnostic Measures and Expectancy Theory Research.

- **Walter C. Borman,** Personnel Decisions, Inc., Minneapolis. The Development of Measures of Morale.

Discussant:

Marvin D. Dunnette, University of Minnesota.

10:00 - 10:50 OPEN FORUM: FUTURE DIRECTIONS FOR DIVISION 14 (Parlor H). **Lyman W. Porter,** Graduate School of Administration, University of California, Irvine, Chairman.

Participants:

- **John P. Campbell,** University of Minnesota.

- **Frank Friedlander,** School of Management, Case Western Reserve.

- **Virginia E. Schein,** Metropolitan Life Insurance Company, New York.

11:00 - 11:50 INVITED ADDRESS (Monroe). Raymond A. Katzell, New York University, Chairman.

- **Irving Bluestone,** Vice President, United Auto Workers. A Role for the Industrial Psychologist in Employer-Employee Relations.

SUNDAY AFTERNOON, AUGUST 31

12:00 - 1:50 PAPER SESSION: MOTIVATION AT WORK (Parlor H). **John A. Miller,** Yale University, Chairman.

- Intrinsic and Extrinsic Rewards Both Have Motivating and Demotivating Effects. **Dov Eden,** Department of Labor Studies, Tel Aviv University.

- A Causal Analysis of Job Attitude and Performance. **Garrit Wolf,** School of Organization and Management, Yale University.

- What Makes Jobs Monotonous and Boring? **Robert P. Quinn,** Survey Research Center, The University of Michigan.

- Performance and Satisfaction in Stimulating and Non-Stimulating Jobs. **Lloyd S. Baird,** Graduate School of Management, Boston University.

- Why Don't Workers Want To Be Promoted? **Deborah King Hahn,** Survey Research Center, University of Michigan.

- Flexible Working Hours as an Organization Development Intervention. **Virginia E. Schein, Elizabeth H. Maurer,** and **Jan F. Novak,** Metropolitan Life Insurance Company, New York.

12:00 - 1:50 CONVERSATION HOUR: INTEGRATED STAFFING. (Private Dining Room 1) **Lew Albright.**

2:00 - 2:50 SYMPOSIUM (with Div. 13): HUMANIZED COMMUNICATION IN ORGANIZATIONAL BEHAVIOR (Astoria Room, Conrad Hilton Hotel). **H. Meltzer,** Washington University, St. Louis, Chairman.
Participants:

- **Frank Friedlander,** Case Western Reserve University. Dehumanized Theories and the Humanization of Work.

- **Edward L. Deci,** University of Rochester. Motivation for Humanized Communication in Organizations.

- **Sheldon Davis,** TRW, Inc. Humanizing Communication in Organizational Development.

- **Raymond E. Miles,** University of California, Berkeley. Humanizing Communications: Process vs. Substance.
Discussants:

- **Walter Nord,** Washington University, St. Louis.

3:00 - 3:50 BUSINESS MEETING (Monroe). **Donald L. Grant,** American Telephone & Telegraph Co., New York, Chairman.

5:00 - SOCIAL HOUR (Adams).

MONDAY MORNING, SEPTEMBER 1

8:00 - 12:00 INCOMING EXECUTIVE COMMITTEE MEETING (Parlor D). **Lyman W. Porter,** Graduate School of Administration, University of California, Irvine, Chairman.

9:00 - 10:50 SYMPOSIUM: FEDERAL GOVERNMENT INTERVENTION IN PSYCHOLOGICAL TESTING: IS IT HERE? (Private Dining Room # 14). **Lewis E. Albright,** Kaiser Aluminum & Chemical Corp., Oakland, California, Chairman.

Participants:

- **Stephen E. Bemis,** Springfield, Virginia. Government Regulations of a Profession: Process and Implications.
- **James C. Sharf,** EEOC, Washington, D.C. Influence of Lawyers, Legal Thinking, and Legal Language.
- **William A. Gorham,** Personnel Research & Development Center, U.S. Civil Service Commission, Washington, D.C. Who Does The Government Listen To?
- **Donald J. Schwartz,** Personnel Research & Development Center, U.S. Civil Service Commission, Washington, D.C. Implications of Governmental Regulation for Personnel Measurement.

Discussants:

- **C. Paul Sparks,** Exxon Company, USA.
- **Thompson Powers,** Steptoe & Johnson (attorneys-at-law), Washington, D.C.

11:00 - 12:50 SYMPOSIUM: LAWYER AND EXPERT WITNESS: MOCK TRIAL FOLLOW-UP. (Adams). **Willo White,** APA Office of Scientific Affairs, Washington, D.C., Chairman.

Participants:

- **Douglas Huron,** U.S. Department of Justice, Washington, D.C. Attorney for the Defense.
- **Jay Ziskin,** California State University at Los Angeles, Attorney for the Plaintiff.
- **Hon. Alvin Rubin,** U.S. District Court, New Orleans, La. The Judge.
- **Raymond A. Katzell,** New York University. Expert Witness for the Defense.

MONDAY AFTERNOON, SEPTEMBER 1

1:00 - 2:50 CONVERSATION HOUR: TRANSACTIONAL ANALYSIS OF COMMUNICATION. (Private Dining Room 1) Scott Myers.

3:00 - 3:50 INVITED ADDRESS BY THE 1974 JAMES MCKEAN CATTELL AWARD WINNER (Private Dining Room # 14). **Karlene Roberts,** Graduate School of Business Administration, University of California, Berkeley, Chairman.

- **Douglas T. Hall,** Graduate School of Management, Northwestern University, and **James Goodale,** Faculty of Administrative Studies, York University, Toronto. Causes and Consequences of Psychological Success in Work Settings.

3:00 - 3:50 SYMPOSIUM (with Div. 13): CURRENT AND FUTURE PERSPECTIVES IN CONSULTING MANAGEMENT PSYCHOLOGY (Private Dining Room # 3, Conrad Hilton Hotel). **Erwin S. Stanton,** E.S. Stanton Associates, New York, Chairman.

Participants:

- **Felix M. Lopez,** Felix M. Lopez & Associates, Inc., Port Washington, New York. Accountability in Consulting Management Psychology.
- **Richard G. Kopff,** The Psychological Corporation, New York. Metamorphosis or Maturation: Growth and Change in Consulting Management Psychology.
- **Anthony W. Martin,** Rohrer, Hibler & Replogle, Inc., New York. Psychological Consultation to Management — A Thirty Year Perspective.
- **Bernard M. Bass,** The Graduate School of Management, The University of Rochester, New York. The Management Consultant and the Economy.

3:00 - 4:50 CONVERSATION HOUR: HUMAN RELATIONS AND PERSONAL PROBLEMS IN OWNING/MANAGING A BUSINESS OUTSIDE THE U.S. (Private Dining Room 1) **Tom Wickes.**

4:00 - 4:50 CONVERSATION WITH THE DIVISION 14 PROGRAM COMMITTEE (Parlor B). **John Wakeley,** Michigan State University, East Lansing, Chairman.

"Convention Program Schedule"

	SATURDAY, AUGUST 30	SUNDAY, AUGUST 31	MONDAY, SEPTEMBER 1	TUESDAY, SEPTEMBER 2	WEDNESDAY, SEPTEMBER 3
8:00 to 8:50	NOTE: ALL MEETINGS WILL BE HELD IN THE PALMER HOUSE UNLESS OTHERWISE SPECIFIED.		Incoming Executive Committee Meeting (8:00 a.m. to noon) Parlor D		
9:00 to 9:50	Conversation Hour with **TIP** staff — 9-11, Private D. Rm. # 1. MacKinney Kavanagh, Sashkin, Dieterly.	Dissertation Award Winner Address: John Langdale Parlor B	Symposium: Federal Government Intervention in Psychological Testing: Is It Here? Albright, Bemis, Sharf, Gorham, Schwartz, Sparks, Powers. Private Dining Room #14	Symposium with Div. 19: Peer Evaluations: Beyond Evaluation Studies. Downey, Medland, Hollander, Lewin, Mayfield, Standing. Parlor B	Symposium: An International View of Motivation. Kraut, Fox, Hinrichs, Ronen, Stanek, Roberts. Private Dining Room # 14.
10:00 to 10:50	Paper Session: Measurement Strategies. Janz, Schmidt, Bernardin. Parlor F	Open Forum: Future Directions for Div. 14. L. Porter, chair. Parlor H	Symposium with Div. 19. ARI OD Program: Instrumentation, Implementation, & Methodological Issues, Cohen, Turney, Ross, Shiflett, Borman, Dunnette, Beer.		
11:00 to 11:50	Symposium: Developing Managerial Skills Via Modeling Techniques: Some Positive Findings. Kraut, Byham, Moses, Burnaska, Smith, Hakel	Invited Address: A Role for the Industrial Psychologist in Employer-Employee Relations. Irving Bluestone, Vice-Pres. United Auto Workers. Monroe Room	Symposium: Lawyer and Expert Witness: Mock Trial Follow-Up. Willo White, Chair. Douglas Huron, defense atty. Jay Ziskin, plaintiff atty., Hon. Alvin Rubin, judge Ray Katzell, witness for the defense. Adams Room	Symposium with Div. 9: Equal Education and Employment Opportunity, and Academe. Lyman Porter, Walter Leonard, Mary Lepper, Alexander Ross, Helena Astin, Willo White Wabash Room	Paper Session: Organization and Management. Boehm, Gaudreau, Tornow, Offenberg, Ellison, James, Frenke. Parlor F
12:00 to 12:50	Crystal Room	Paper Session: Motivation at Work. Eden, Wolf, Schein, Quinn, Baird, Hahn. Parlor H		Conversation Hour: Upward Performance appraisal. 11-1, P. D. Rm. # 1, George Trammell.	
1:00 to 1:50	Invited Address: Hawthorne and Industrial Psychology: Views from a One-Time Insider. Wickert. Monroe Room	Conversation Hour: Integrated Staffing. 12-2. P. D. Rm. # 1 Lew Albright.	Conversation Hour: Transactional analysis of communication, 1-3, P. D. Rm. # 1. Scott Myers.	Symposium: Problems in Aviation Psychology: Factors in Approach and Landing Accidents. Collins, Kraft, Hasbrook, Houston, Smith. Parlor A	Symposium: Fair Employment Practices Beyond Personnel Selection. Goldstein, Bartlett, Outtz, Tenopyr, Sheridan, Thayer, Williams Private Dining Room # 14
2:00 to 2:50	Symposium: Data Based Change: Survey Feedback and Beyond. Friedlander, Nadler, Camman, Mohrman, Bowers, Alderfer. Private Dining Room # 18	Symposium with Division 13. Humanized Communication in Organizational Behavior. Meltzer, Friedlander, Deci, Davis, Miles, Nord. Astoria Room, Conrad Hilton		Symposium: Convergence and Divergence in Three Theories of Leadership Training. L. Porter, chair. Chris Argyris, Fred Fiedler, Victor Vroom. Adams Room	
3:00 to 3:50	Converstaion Hour: Women in Jobs Requiring Heavy Physical Work. 2-4, P. D. Rm. # 1. Dick Campbell.	Business Meeting Monroe Room	Cattell Award Address: Causes & Consequences of Psych. Success in Work Settings. Hall, Goodale Pvt. D. Rm. # 14 Symp. with Div. 18: Current & Future Perspectives in Consulting Management Psychology. PDR3, C. Hilton		Symposium: Job-Relatedness and EEO Guidelines: Alternatives to Empirical Validity. Guion, Goodfellow, Prien, Kohls. Private Dining Room # 18
4:00 to 4:50	Conversation Hour with Past-President Edwin Fleishman Parlor A Conversation Hour: Career Planning and Development, 4-6, P. D. Rm. # 1, Walt Storey and Stan Acker.	Presidential Address: Characteristics of Successful Managers. Donald Grant. Monroe Room	Conversation with the Division 14 Program Committee, Parlor B. Conversation Hour: Human Relations Outside the U.S., 3-5, P. D. Rm. # 1, Tom Wickes.	Invited Address: Human Assessment: Perspective and Context for Current Practice. Donald McKinnon Crystal Room	
5:00 to 5:50 and on	Outgoing Executive Committee Meeting (5:00 to 11:00 P.m.) Private Dining Room # 6	Social Hour Adams Room	Social Hour Private Dining Room # 18		

TUESDAY MORNING, SEPTEMBER 2

9:00 - 10:50 SYMPOSIUM (with Div. 19): PEER EVALUATIONS: BEYOND EVALUATION STUDIES (Parlor B). **Ronald G. Downey** and **Francis F. Medland,** U.S. Army Research Institute for the Behavioral and Social Sciences, Arlington, Virginia, Chairmen.

Participants:

- **Edwin P. Hollander,** State University of New York at Buffalo. Retrospects and Prospects in Applying Peer Ratings.
- **Arie E. Lewin,** Graduate School of Business, Duke University, Decision Process Models of Peer Nominations.
- **Eugene C. Mayfield,** Life Insurance Marketing & Research Association, Hartford. The Use of Peer Nominations in Life Insurance Companies.
- **Thomas E. Standing,** The Standard Oil Company, Cleveland. An Analysis of Peer Ratings in a Management Assessment Center.

11:00 - 12:50 SYMPOSIUM (with Div. 9): EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY AND ACADEME (Wabash). **Lyman W. Porter,** Graduate School of Administration, University of California, Irvine, Chairman.

Participants:

- **Walter Leonard,** Assistant to the President, Harvard University.
- **Mary Lepper,** Special Assistant to the Director, Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C.
- **Alexander Ross,** Chief, Education Section, Civil Rights Division, Department of Justice, Washington, D.C.
- **Helen Astin,** University of California at Los Angeles.
- **Willo White,** APA Office of Scientific Affairs, Washington, D.C.

11:00 - 12:50 CONVERSATION HOUR: UPWARD PERFORMANCE APPRAISAL. (Private Dining Room 1) **George Trammell.**

TUESDAY AFTERNOON, SEPTEMBER 2

1:00 - 1:50 SYMPOSIUM: PROBLEMS IN AVIATION PSYCHOLOGY: FACTORS IN APPROACH AND LANDING ACCIDENTS (Parlor A). **William E. Collins,** Association of Aviation Psychologists, Oklahoma City, Chairman.

Participants:

- **Conrad L. Kraft,** The Boeing Company, Seattle. A Role of Visual Perception in Air Safety.
- **A. Howard Hasbrook,** FAA Civil Aeromedical Institute, Oklahoma City. Do We Really Have Optimally Designed Cockpits?
- **Robert C. Houston,** American Airlines Flight Academy, Fort Worth. Visual Simulation in Day/Night Landing Training.

Discussant:

- **Roger C. Smith,** Clinical Psychology Research, FAA Civil Aeromedical Institute, Oklahoma City.

2:00 - 3:50 SYMPOSIUM: CONVERGENCES AND DIVERGENCES IN THREE THEORIES OF LEADERSHIP TRAINING (Adams). **Lyman W. Porter,** Graduate School of Administration, University of California, Irvine, Chairman.

Participants:

- **Chris Argyris,** Harvard University. Adult Learning and Effective Action.
- **Fred E. Fiedler,** University of Washington. Leadership Training and the Contingency Model.
- **Victor H. Vroom,** Yale University. Leadership Training for Decision Making.

4:00 - 4:50 INVITED ADDRESS (Crystal). **David P. Campbell,** Center for Creative Leadership, Greensboro, N.C., Chairman.

- **Donald W. MacKinnon,** Institute for Personality Assessment and Research, University of California, Berkeley. Human Assessment: Perspective and Context for Current Practice.

5:00 - 5:50 SOCIAL HOUR (Private Dining Room #18)

WEDNESDAY MORNING, SEPTEMBER 3

9:00 - 10:50 SYMPOSIUM: AN INTERNATIONAL VIEW OF MOTIVATION (Private Dining Room # 14). **Allen I. Kraut,** International Business Machines, Armonk, N.Y. Chairman.

Participants:

- **William M. Fox,** College of Business Administration, University of Florida. Motivation in Japan: Upside Down and Inside Out.

- **John Hinrichs,** International Business Machines, Armonk, N.Y. A Cross-National Analysis of Work Attitudes.

- **Simcha Ronen,** Recanati Graduate School of Business Administration, Tel Aviv University. A New Look at Cross-National Work Values and Attitudes.

- **John Stanek,** Industrial Relations Center, University of Chicago. A Sociological View of Employee Job Attitudes.

Discussant:

- **Karlene Roberts,** Graduate School of Business Administration, University of California, Berkeley.

11:00 - 12:50 PAPER SESSION: ORGANIZATION AND MANAGEMENT (Parlor F). **Richard Klimoski,** Ohio State University, Columbus, Chairman.

- The Competent Woman Manager: Will Success Spoil Women's Lib? **Virginia R. Boehm,** American Telephone & Telegraph Co., N.Y.

- Investigation of Sex Differences Across Job Levels. **Patrice A. Gaudreau,** Rice University, Texas.

- School Faculties as Organizations: An Idiographic Approach. **Robert M. Offenberg,** School District of Philadelphia, and Vytas Cernius, Temple University.

- The Development of a Classification System for Managerial Jobs. **Walter W. Tornow,** Control Data Corporation, New Hope, Minnesota, and **Patrick R. Pinto,** University of Minnesota.

- The Management Audit Survey of Organizational Climate. **Robert L. Ellison, David G. Fox, Clifford Abe, Kevin E. Coray,** Institute for Behavioral Research in Creativity, Salt Lake City, and **Calvin E. Taylor,** University of Utah.

- Relationships Between Psychological Climate and a VIE Model for Motivation. **Lawrence R. James, E. Alan Harman, Michael W. Stebbins,** and **Allan P. Jones,** Institute of Behavioral Research, Texas Christian University.

- Motivation, Capital, and Economic Performance. **Richard H. Franke,** School of Business Administration, University of Wisconsin — Milwaukee.

WEDNESDAY AFTERNOON, SEPTEMBER 3

1:00 - 2:50 SYMPOSIUM: FAIR EMPLOYMENT PRACTICES BEYOND PERSONNEL SELECTION (Private Dining Room # 14). **Irwin L. Goldstein,** University of Maryland, Chairman.

Participants:

- **C. J. Bartlett,** University of Maryland. Applying Fair Employment Criteria to Training.

- **James L. Outtz,** University of Maryland. Process Criteria: The Content of the Black Box.

- **Mary L. Tenopyr,** American Telephone & Telegraph Co., N.Y. Career Systems Planning.

- **James A. Sheridan,** American Telephone & Telegraph Co., New York. Compliance with EEOC Laws: A Role for Human Engineering.

Discussants:

- **Paul Thayer,** Life Insurance Marketing & Research Association, Hartford.

- **E. Belvin Williams,** Educational Testing Service, Princeton.

3:00 - 4:50 SYMPOSIUM: JOB-RELATEDNESS AND EEO GUIDELINES: ALTERNATIVES TO EMPIRICAL VALIDITY (Private Dining Room # 18). **Robert M. Guion,** Bowling Green State University, Chairman.

Participants:

- **R.A.H. Goodfellow,** Selection Consulting Center, Sacramento. Content Validity and the "Expert" Judge.

- **Erich M. Prien,** Memphis State University. Job Analytic Strategies and Their Implications for Content Validity.

- **John W. Kohls,** Selection Consulting Center, Sacramento. EEO Guidelines and Validation — A New Approach to Job-Relatedness.

Long Range Planning Committee
by Lyman W. Porter

The first Long Range Planning Committee in the history of the Division was formed in January, 1975, following action by the Executive Committee at its Winter Meeting. It was voted that the Committee would consist of the President-Elect (Porter), and the three Members-at-Large of the Executive Committee (**Frank Friedlander, John Campbell,** and **Virginia Schein**).

Since this is the first LRP Committee, it has not had the benefit of prior thinking and work of committees with this kind of charge. Because this was the case, the Committee felt it was necessary to come to grips initially with some basic value issues before more concrete planning could be carried out that would modify or alter the operations and activities of the Division. This latter planning, we felt, would be the province of next year's and future LRP committees.

In drafting a report that will be made available at the Open Forum meeting at the Chicago convention, we first started with a set of assumptions or inferences about present and future trends that the members of the Committee see occuring. The remainder of the report that will be distributed will be devoted to the listing of five specific issues and our position on each of them. These five issues, along with what we consider to be the central overall issue, follow:

The issues as we see them:

The central issue: What should be our identity? What should be the primary themes and purposes of Division 14, and how broad or narrow a range should these encompass?

Specific Issues:

1. Division 14 is concerned with individual behavior in organizations. How far beyond that represents the content concerns of the Division (groups, organizations, inter-organizational phenomena, systems, etc.)?
   - **1a.** To what extent do we need to interface with knowledge from other areas and groups (societies, cultures, system theory, information and decision-making systems, policy formulations, etc.)?
   - **1b.** To what extent does Division 14 need to develop and emphasize a broader array of research approaches to problems in the content areas addressed by the Division?
   - **1c.** What can the Division do to increase the impact of I-O type knowledge on the functioning of organizations?
2. In terms of deriving knowledge from, and applying knowledge to, **different levels of organizations and society,** is Division 14 addressing comprehensively enough a wide variety of potential groups (e.g., employees, management, consumers, etc.)?
   - **2a.** What weight do we give to the values and needs of different segments of society?
   - **2b.** Who are those that are affected by the various actions carried out by Division 14 members?
3. To what extent does Division 14 derive its knowledge from, and apply its knowledge to, a variety of **types of organizations** (e.g., business, education, labor, health, governmental, criminal justice, etc.)?
4. How can the Division encourage a greater appreciation and understanding of the role of the practictioner and the role of practice of psychology in organizations?
5. How can the Division do more to help its members to continue to develop academically and professionally (especially along the lines of an "expanded focus" of the Division)?

The LRP Committee's basic position on these issues, as a group, is this:

We believe major events are occurring in our organizational and societal environments, and yet Division 14 has not been changing accordingly (or in proportion to the changes in the environments). We believe the Division can and should be more responsive to these changes, and to go on record as to where it stands with regard to fundamental issues. The Committee feels that an expansion of our scholarly content concerns, our client systems and the types of organizations we serve is essential if we are to remain a strong profession making significant contributions to the psychology of people at work. The increasing need on the part of organizations for behavioral scientists and the growing complexity of the study of organizations has produced an increase in the number and variety of disciplines and professional groups attempting to work with organizations. A continued narrow focus on our part could result in a decreased need for our knowledge, skills, and services, thereby limiting the impact of our profession on organizations and on society at large. Since we believe that we have a unique and valuable core of knowledge, techniques, and approaches, a lessening of our impact would be a loss to the study of organizational behavior in general. Hence, we feel it is imperative for the Division to reach an accord regarding the need for an expanded focus so that we can begin to implement action plans to bring about this objective.

1975 WORKSHOPS
by Mel Sorcher

The Division 14 Workshop Committee has arranged for an outstanding set of workshop sessions on August 29. The topics are very timely and each of the leaders is a respected expert in his/her field. Workshop participants should experience very sound professional skill training as a consequence. While the last TIP and the workshop brochure described each topic, here is a rundown on the titles and leaders:

Section I	Organization Design and Development Dr. **Paul Lawrence**
Section II	Reducing the Validation Stranglehold Dr. **Brent Baxter**
Section III	Assessment Centers: Trends and Issues Dr. **Joel Moses**
Section IV	Behavior Analysis Applied to Management Practices Dr. **Karen Brethower**
Section V	Manpower, 1985: Current Trends and Developing Impacts Mr. **Neal Herrick,** Dr. **John Owen** and Dr. **Roy W. Walters**
Section VI	Industrial/Organizational Psychology and its Works: From The Outside Looking In Mr. **E. J. Eckel,** Mr. **Donald Ephlin** and Mr. **George A. Reider**

Each workshop will be limited in size but there are still openings. Please note, however, that the workshops will be held on August 29, which is a Friday, not Thursday, as per error in the brochure. The workshop hotel will be the Hyatt Regency in Chicago, not at O'Hare.

To register for a workshop, APA members should send a check for $60.00 (non-members $75.00) to Dr. **James Thurber,** 337 Forest Hills Drive, Elmira, New York 14905. Please indicate at least one other preference in the event that your first choice is filled. For further information about the workshops, contact the Chairperson, Dr. **Melvin Sorcher,** General Electric Company, Fairfield, Conn. 06431.

Enlarging the Scope of Industrial/Organizational Psychology

by Olga E. Engelhardt

Encouraging Student Membership and Participation in APA Divisions

Division 14 joined Division 22 in a national mailing to 8,300 student members of the APA Journal Club. To date eleven students have shown an interest in our division. As student affiliates they will receive two brochures, the publication TIP and an invitation to meet I/O psychologists in the Division's Hospitality Center, Private Dining Room 1 in the Palmer House at the annual APA convention in August.

Liaison with Other Professional Groups

As part of the division's continuing interest in enlarging the scope and contacts of the membership of Division 14, the PR Committee has been actively cooperating with ASPA and has established a communication link with ASTD and most recently with the National Society for Performance and Instruction and the Human Factors Society. **Dick Peterson** is drafting an article about the field of I/O psychology and activities of I/O psychologists for the **Bulletin of the Human Factors Society.**

Publications of the Division

The third edition of the brochures "The Industrial-Organizational Psychologist" and "Careers in Industrial-Organizational Psychology" are available. **Mike Cooper** and **Olga Engelhardt** revised the brochures incorporating suggestions of committee members.

The second edition of the Writers' Kit, prepared by Dick Peterson is now available (see notice in TIP).

Availability of Courses in I/O Psychology in Undergraduate Institutions

In an attempt to (1) determine trends in the teaching of I/O psychology in undergraduate institutions and (2) locate institutions for the Visiting I/O Psychologists Program, a questionnaire designed by **Joel Lefkowitz** and **Olga Engelhardt** was mailed nationally to 925 undergraduate institutions. To date over 400 questionnaires have been returned. A report of the results will be available at the APA meeting in August.

Research Funding Still Available

The last time ASPA Research Funding was publicized in TIP inquiries were received from I/O psychologists at the University of Maryland (Department of Psychology), the University of Georgia (Department of Psychology), State of Arizona (Personnel Division), U. S. Civil Service Commission (Bureau of Intergovernmental Personnel Programs), Pacific Gas and Electric Company (Personnel Department), Selective Consulting Services, Stanford University (Graduate School of Business), the University of Wisconsin-Madison (Graduate School of Business), and the Human Resources Research Organization.

ASPA funding of research is still available on a matching basis. Please submit research proposals to:

J. William Urschel
ASPA Research Funding Committee
Ernst and Ernst
Suite 2400
633 Seventeenth Street
Denver, Colorado 80202

Public Policy and Social Issues Committee

by Joel Moses

The direction and focus of the committee's efforts have been as an instrument for involving professionals in professional activities. As such, our major objective this year has been to prepare and develop a proposal to pilot test an ambitious experimental effort. This effort, known as the Technical Assistance Program, is designed to demonstrate the feasibility of using Division knowledge and resources to make a voluntary professional contribution to a public service agency.

We see this as a long range project which, hopefully, will serve as a prototype for other Divisions and/or full APA involvement. The committee, last year, developed a set of guidelines for the Technical Assistance Program which included the following goals:

1. Establish communication channels between members of Division 14 and Public Agencies, particularly at the State and Local level.
2. Develop a continuing relationship between a public service agency and the Division.
3. Provide professional services by Division members in order to aid governmental agencies in improving the delivery of public services through the application of theoretical knowledge and applied research findings.
4. Serve as a model for further interaction between the Division and other public service organizations.
5. Serve as a vehicle for integrating current behavioral knowledge and application.
6. Provide training opportunities for Division members and associates in implementing the objectives of the program.
7. Disseminate information (in a public relations sense) concerning the relevance of the Division in responding to public policy/social needs.

The committee, **Dick Barrett, Hal Hendrick, George Henderson** and **Tom Jeswald,** are focusing its efforts this year in selecting a target agency and developing a prototype program. After considerable deliberation, we decided to work with a public school system.

A proposal has been developed outlining the kinds of professional services available with a major emphasis in two areas: Selection of key administrative personnel and organizational analysis. The specific objectives of the programming in either of these two areas would be established in consultation with the participating agency. The intent would be to address a real need perceived by the agency rather than to duplicate services or programs that might be available through educational channels.

Since TAP is a division sponsored program, we would like to invite you to participate. If you are interested in participating with us, or have suggestions about appropriate agencies, please contact: me at AT & T, 195 Broadway, Room C-2276, New York, New York, 10007, or phone (212) 393-3988.

SCIENTIFIC AFFAIRS REPORT

by Karlene Roberts

The activites of the Scientific Affairs Committee this year have been many and varied. In addition to judging entries into the S. Rains Wallace Dissertation Competition and the Cattell research proposal competition, a number of long range activities have been initiated.

The committee began a study to develop explicit criteria for judging dissertation and research proposal competition entries. The study also includes criterion development for a possible future award to be given an outstanding journal article. A number of Division 14 members, from academic and industrial organizations, were asked to help in the initial phases of this study. The committee wishes to thank all of those people who gave so generously of their time. The criterion development study is still in progress. Its design and results will be made public as soon as it is completed.

A second major committee project is that of identifying possible Division 14 candidates for the APA sponsored awards. Categories for these awards include; Gold Medal, Distinguished Scientist, Applied Contribution, and Young Scientist. Division 14 has previously had only one winner in any of these categories. Professor **Edwin Ghiselli** is our Division's only Distinguished Scientist award winner. It is hoped that in January, 1976 we will have one or more entrants into one or more of these APA award categories.

The committee is also engaged in discussion about long term scientific activities in our division. These discussions center on changes in our field which are on the horizon and those which might be encouraged. The results of the discussions to date have been given the Executive Committee to incorporate in their long range planning activities. A final report on this activity is planned for September, 1975.

The committee would appreciate any inputs about its various activities. Comments can be forwarded to the new committee chairperson through **Lyman Porter.** Keep in mind for yourself, your students, and your colleagues, that the 1976 deadlines for dissertation entries is **January** and for research proposal entries, **April.** This should provide everyone with a little time for planning.

EDUCATION AND TRAINING COMMITTEE REPORT

by Sheldon Zedeck

The activities of the Education and Training Committee have dealt with several issues:

1. Determination of the graduate education and training, in terms of the Division's models, provided by psychology and business administration departments. **George Thornton's** subcommittee (**Ann Hussein** and **John Miner**) has surveyed 70 psychology departments and 43 business schools. As of the end of May, questionnaires have been returned by 25 psychology departments and 7 business programs. A one-page summary of each respondent's program has been prepared; the booklet containing these descriptions will be available at the Division 14 business meeting in Chicago. The results of the survey will be helpful to (a) prospective graduate students, (b) prospective employers of I/O psychologists, and (c) chairpersons and deans who are planning and evaluating programs.
2. A survey to determine the adequacy/deficiency of the training received by I/O psychologists employed in industry (**Gene Mayfield's** subcommittee — **Robert Means, Andy Souerwine,** and **Paul Muchinsky**). As of the end of May, questionnaires from 35 psychologists have been received; the results will be available by the APA meetings. In addition, professional individuals who have hired recent I/O graduates, as well as "line users" of I/O people, are being identified. These groups will also be surveyed for the purposes of identifying adequacies/deficiencies in training I/O students.
3. **Paul Muchinsky's** subcommittee (Means and Zedeck) has begun consideration of continuing education for Division 14 members, especially on what and who should be continued and how. Hopefully, data from the above-mentioned questionnaires will provide some insight. In the meantime, communication with Division 12 has been undertaken in connection with continuing education as a prerequisite for certification.
4. The bibliographies and sources of social issues courses being taught by and for I/O people, prepared by **Ann Hussein's** subcommittee (Thornton, Souerwine, and Mayfield), appear in this issue of TIP.
5. Papers by **Mary Tenopyr** on a layman's hiring of an I/O psychologist and by **Bob Carlson** and **Ben Schneider** on the Division 14 Training Guidelines are being prepared for publication.

PROFESSIONAL AFFAIRS ACTIVITIES

by Bob Heckman

The Professional Affairs Committee (PAC) analyzed Division 14 members' responses to the 1972 APA survey of psychologists to learn more about the practice of industrial/organizational psychology. A total of 997 Division 14 members responded to this APA survey. The results indicate that Division 14 members consulted or advised on "management and organization" policies or programs more often than in any other area. Over half of the Division 14 respondents consulted in this area. Division 14 members consulted on "Equal Employment Opportunity" policies or programs second most frequently (N = 282), human relations training third most frequently (N = 279), and vocational counseling (N = 245) fourth most frequently. An analysis of the time Division 14 member spent in various work activities indicated that more time is spent by Division 14 members in consultant/advisory activities than in any other single task category. Teaching was second, applied research was third, attending meetings fourth, and writing fifth. The APA survey questions were too broad to enable the PAC to form specific conclusions about the practice of industrial/organizational psychology. However, these results have been helpful and they suggest areas to further probe in a tailor-made Division 14 survey.

The PAC recently received one complaint concerning state licensure which will be further investigated. Please write the PAC if you have any difficulties concerning state licensing procedures.

The Executive Committee of Division 14 feels strongly that recognition should be given to the practice of industrial/organizational psychology. During the summer, the PAC will investigate the feasibility of offering a professional practice award to a Division 14 member. The PAC welcomes suggestions for criteria to use in making such an award.

The PAC is examining the possibility of providing Division 14 members with periodic reviews of court cases pertaining to test validation. The PAC plans to monitor the BNA Fair Employment Practices Cases or some similar service to see if periodic reviews of court cases are feasible. Please write **Bob Heckman,** Personnel Decisions, Inc., 821 Marquette Avenue, Foshay Tower, Minneapolis, Minnesota 55402, if you know of any expedient way of obtaining and summarizing results of court cases in the test validation area.

Committee on Committees

by L. Rogers Taylor

Response by the membership to the call for nominations for service on Division 14 committees was overwhelming! In all, nominations were received from close to 200 Division members. Most of the nominations were self-nominations and most were accompanied by a recent vita. The task of the Committee on Committees **(Lew Albright, Jim Campion, Irv Goldstein, John Hinrichs)** was a big one. Each Committee member was provided with the nomination form and vita of each candidate and asked to rate his or her relative qualifications for the first choice committee. In addition, the Committee members were asked to identify the top 25 candidates regardless of committee preference of the nominees. The mailing of materials to Committee members was completed the first week in April and completed evaluations were returned by April 28, 1975. The evaluations were summarized and that summary was mailed on May 1.

The Committee members were concerned about the task they were asked to perform, recognizing that their judgments are biased in favor of people whom they know personally or individuals nominated by known colleagues. Because of the acknowledged rating bias and due to the outstanding overall quality of the nominees, there are undoubtedly a number of deserving and interested candidates who will not be appointed to next year's committees. The Committee recognizes and is very concerned about the likelihood that some Division members will be hurt by not being appointed to a committee. This is an unfortunate consequence of the phenomenon of having an over-abundance of interested, qualified members who want to be more involved in Division activities.

As promised, the materials provided by nominees will be transferred to next year's Chairman with the expectation that individuals not chosen this year will be reconsidered for appointment.

Our President-elect, **Lyman Porter,** joins me in thanking those of you who took the effort to volunteer your services for division committees. The response to this year's solicitation of nominees was most gratifying.

MEMBERSHIP COMMITTEE REPORT

by Kenneth N. Wexley

Since March the Membership Committee mailed out letters to over 1,400 APA members and associates who we believed might be interested in joining Division 14. As of June, the Committee has communicated by letter with over 220 of these people by answering their questions about division membership and sending them application materials. Many of them have already completed their applications and the Committee has, as of now, processed and approved about 90 new Members and 20 Associates of the Division. Applications are still being received and will continue to be processed until the convention.

TECHNICAL ASSISTANCE PROGRAM

by Joel Moses

The Division represents over 3,000 psychologists engaged in research and application of psychological principles related to business and organizational effectiveness. Its members are employed by business, industry, and government; they teach and are in private practice. Industrial and organizational psychologists are active in many areas relating to the world of work. Some common areas are: selecting personnel, designing training and evaluation systems, designing work processes, evaluating consumer demand, and improving organizational effectiveness.

The Technical Assistance Program (TAP) is an experimental effort by the PPSI committee to make a voluntary professional contribution to a public service agency. TAP is intended to demonstrate, on a small scale, the feasibility of such voluntary action. It may serve as a model for broader involvement of the profession with a variety of agencies at the local level.

The participation of a public school system in TAP is being sought. A school system, as a complex organization, shares many types of problems with business and industry. The specialized skills of industrial and organizational psychologists could be used profitably by school systems. Yet, little application of these skills has occurred. TAP offers to provide services in two general areas: organizational analysis and selection of key administrative personnel.

Organizational Analysis

Educators are becoming increasingly aware that their professional work is done within an organizational and interpersonal climate. This climate is composed of communication patterns, norms about what is appropriate or how things should be done, role relationships and role perceptions influence relationships, and rewards and sanctions. The effectiveness of the school organization directly affects the ability of a school to attain the goal of creating experiences which maximize learning for all students.

During the past decade techniques have been developed for assessing the "health" of an organization, determining where the organization is "hurting", identifying leverage points for taking corrective action and developing "prescriptions" for corrective action. Typically, an organizational behavior consultant will interview personnel throughout the organizational hierarchy; administer attitude questionnaires; carefully follow communications flow; observe the nature of supervision; review the historical handling of critical problems; and utilize other, more subtle indications of organizational functioning. The consultant then analyzes these data to identify problem areas and to develop prescriptions which could be implemented to improve organizational functioning. The completed analysis is then presented to the chief executive and, as appropriate, to key staff and lower level managers. The sole purpose of this entire analysis is to assist the chief executive in better understanding the organization and how to improve and maintain its functioning.

The organizational analysis methodology is at least as applicable to public schools as to other organizations in our society. There is a high probability that utilization of organizational psychologist consultants could be of direct benefit to school administrators in dealing with contemporary school system problems. Some which could materially benefit from professional organizational analysis are (a) improvement of organizational communications; (b) improvement of interracial understanding; and (c) clarification of the roles of all members within the school system (ad-

ministrators, teachers, counselors, and students).

Selection of Key Administrative Personnel

For many years, an important area of study by industrial and organizational psychologists has been the behavior and effectiveness of professional managers. Research has led to the development of a valuable tool for selecting managers, known as "assessment" or an "assessment center." The concept is based on the idea that a candidate for a managerial position will perform **simulated** job tasks in the same manner as he or she would perform real tasks.

The establishment of an assessment center for selecting managers begins with a thorough study of the job or group of jobs to be filled. Through interviews and observation, the researchers identify critical dimensions of job success. These might include skills such as planning and organizing skills, stress tolerance, and interpersonal relations. Next a series of simulations is constructed which allow participants to exhibit the critical skills. For example, a competitive business game might require organizational ability; a group discussion task might be devised to bring out persuasiveness or leadership among participants.

When the simulations are prepared, a group of senior managers receive training in the observation of the critical skills. With support from the researchers, these managers systematically observe a small group (2 to 12) of job candidates perform in the simulations. This event, which may require one to three days, is the assessment center. The final selection or promotion decisions are the responsibility of the management observers.

There is a growing body of evidence to show that the assessment technique is a valid and nondiscriminatory predictor of success on the job. The technique apparently has not yet been applied to the problem of selecting school administrators. It seems likely that an assessment center tailormade for this purpose could significantly improve the administrative personnel selections made by local school boards.

The specific objectives of a TAP effort in either of the two areas described would be established in consultation with the participating agency. The intent would be to address a real need perceived by the agency.

There are advantages for both parties in TAP. The agency would receive free assistance from practicing professionals (not graduate students seeking a thesis project). Industrial and organizational psychologists would receive a full evaluative report of the experience.

SCIENTIFIC AFFAIRS: AN EXAMPLE OF SELF GOVERNANCE

by Paul F. Ross
The Ross Company

Committees in the Division of Industrial and Organizational Psychology, and in nearly any other scientific or professional society, seem to know what they are to do. The membership committee recruits members, the fellowship committee elevates selected members to the higher status of fellow, the program committee invites papers and plans the content of annual meetings, the ad hoc committees fulfill their charges from the executive committee, the ethics committee rules on cases and constructs codes, the nominations or elections committee provides for the orderly change of leadership, and so on. But do the committees really know what they are to do?

Currently our own Scientific Affairs Committee is being challenged by me (Ross, TIP, 1974) and others and is openly and availably in ferment, to their credit. Our scientific performance is an important, even critical, aspect of our science-profession, a vital and sensitive part of our future usefulness. Looking at our past self governance, and contrasting that with the potential we have in self governance, may be useful for scientific and professional self governance in general.

What does the Scientific Affairs Committee do?

In the last decade or so, the Scientific Affairs Committee of the Division of Industrial and Organizational Psychology has invented and operated the Cattell Award program recognizing excellence in research design (see list of ten award winners: Anonymous, TIP, December 1974). It has invented and operated the Wallace Dissertation Award program recognizing promising young scientists in our field. Recent Committee planning has conceived and is considering a Best-Article Award (Hulin, 1974, p. 38). The Committee is preparing to nominate scientists in our field for consideration by the several award programs operated by the American Psychological Association. The Committee also evaluates the effects of its programs (Roberts, 1975) and reviews the orderliness of its own operations (Hulin, 1974, p. 25f; Roberts, 1974; Anonymous, TIP, 1975). Anyone who has worked on a committee can recognize in these achievements clear evidence of commendable productivity and responsibility.

What does the Committee intend and what could it intend?

An historian might search to find the stated objectives of each Committee activity or new program as conceived at the time work began. I have inferred objectives from the Committee's activities themselves, recognizing the potential errors in this process. It appears that the Committee wishes (A) to promote excellence in research design in the science of human behavior in organizations by developing and recognizing that excellence in the proposal stage of research planning, wishes (B) to promote excellence of scholarly work among newcomers to our science, and wishes (C) to conduct the Committee's own affairs in an orderly and defensible way. While important, these objectives fall short of what I wish as the Committee's intent.

I prefer that the Scientific Affairs Committee (1) promote research in our field, (2) promote excellence in that research, (3) promote rapid, overall progress in the scientific development of our field, (4) lead us in assuring ourselves and relevant publics that the investment in science in our field is effectively beneficial to human welfare, and (5) review the

whole performance of scientists in our field in ways which sustain and improve our scientific performance. The Committee, or possibly the Executive Committee and the membership, should also (6) review the Committee's performance to determine that it is addressing current needs in our science and conducting its own affairs in an effective way.

These two sets of objectives overlap. The objectives I prefer, however, go well beyond the objectives reflected in the Committee's activities for the past decade.

What does the Committee know about its accomplishments?

Examine the Committee's performance by comparing its achievements with its own intents. Some might argue that the Committee has announced the award programs, received entries, selected those which are most excellent, and published the names of the winners. Having designed the process by following the learning paradigm that performance which is rewarded will occur more often, it is assumed that well-designed research proposals and research will occur more frequently in our field as a consequence of the continued presence of the Cattell Award program. The Committee also has reviewed its own judgments about prizewinners and non-winners to assure itself that its judgments are acceptably reliable (Hulin, 1974, p. 25f). If Committee intents are inferred from Committee activities, there is no surprise in the conclusion reached by following the implicit assumptions: the Committee has achieved its intents.

But look again, still judging the Committee's performance by its own intents. The Committee had not been examining the effects of its work. As evidence for this observation, notice that in August 1974, after eleven years of program operation of the Cattell Award, the Committee did not have easily available to it a complete and accurate list of winners, and it did not know which prizewinning research designs had been converted into actual research and reported for other scientists to read (compare the list of Cattell Award winners reported in Hulin, 1974, p. 25f with the list published later, Anonymous, TIP, 1974). Since that time the Committee learned by surveying the winners (Roberts, 1975) that seven of ten award winners and four of eight honorably mentioned had converted their research designs into completed research. Since the Cattell Award program promises to aid the award winner in finding a site for the proposed research, it is possible that the Committee has failed in those one or two instances when help was needed. The Committee also learned that the seven winning projects which were completed are described in 68 reports, nearly ten reports per project! The four honorably mentioned projects which were completed are reported in 23 articles or monographs. Of the 18 research designs by winners and honorably mentioned which were converted to actual research, six were financed by the Office of Naval Research, fully one-third the total number of projects!

The 1974 survey of Cattell Award winners gives us no knowledge of the influence of these prizewinning designs-cum-projects upon other research, even when citation analysis (Wade, 1975) and an automated **Psychological Abstracts** are available as means for discovering indications of the influence of the work. The number of entries in the Cattell Award competition (Hulin, 1974, p. 25f) is small and lacks the participation of scientists employed in business, industry, and government. It appears that prizewinners have been selected on the basis of some overall, unspecified meritorious characteristic rather than a thoughtful checklist of criteria by which prizewinning research proposals can be recognized, criteria which are measured by operations in the Committee's screening of entries (Roberts, 1974; Anonymous, TIP, 1975). Judging Committee performance by its own intents, I conclude that there is little evidence that the Cattell Award program has promoted excellence in research design in our field, or that the Committee has been very successful in reviewing its conduct of its own affairs. Its shortfall from its own intents is large.

Turn now to reviewing Committee performance using the six objectives I suggest for self governance of our scientific affairs. It is my guess that the **amount of research** done each year by industrial psychologists about human behavior in organizations and daily life during the last decade, measured by inflation-corrected dollars, has remained relatively static or even declined. If research investment in the social sciences of psychology, sociology, economics, management, education, anthropology, and history is considered, it becomes more difficult to guess accurately about ten-year trends in research about adult, non-student behavior in organizations and daily life. Research effort in that time may have grown, but I will guess its growth has not paralleled either social indicators of problems or the sharp rise in public attention to human behavior during this same decade, such as attention to economic health, war and crime, standards for interpersonal behavior, political processes and the dissemination of information, population growth, pollution of the physical-biological-social-psychological environments, and the like. Outcomes of the Cattell Award program itself suggest that the rate of converting research proposals to completed research in our field is too low, that the organizational-economic base for the support of our research work is too poorly formed, and that we may not clearly identify the audiences for our research results and focus on quality communications with those audiences.

It may be reasonable to infer from the lack of data about the influence of the prizewinning Cattell Award research upon other research (Roberts, 1975) that the Cattell Award program has not substantially influenced the **excellence in research design or quality of the research** in our field.

While reviews of our scientific productivity are being produced regularly, it is my impression that no reviews assess the **rate of scientific development** in our field using standards from the full history of our own discipline, from the current history of other social sciences, from the current experience of the biological and physical sciences, or from social indicators of the needs for research about human behavior.

We value highly the use of "criteria" for judging the social utility of our "predictors," yet our knowledge of the predictability of measured social outcomes has not relieved our inarticulateness in **explaining to our publics** the social benefits of applications of our science and the importance of support for its research. No current activity in our self governance seems to be addressed to these overlooked opportunities.

Feedback processes about our own scientific performance seem to me to offer important promise for shaping and motivating our research. Yet in self governance we give no attention to the review processes, or to criteria of scientific performance used in the reviews. No reviews explore the organizational and economic base for our research effort and the trends in that support, or judge the cost-effectiveness of our research efforts, or specify the actual or anticipated social benefits justifying the research investment in our field. These and yet other criteria for our scientific performance need to be added to those already in use. As just one example of an overlooked opportunity for self governance, the editors and referees of our scientific manuscripts work in a potentially influential location affecting the

growth of individual scientists as well as of the science as a whole. Who reviews and develops the performance of these editors and referees? The answer may be that no one does it.

A relatively mature eleven-year program in recognizing excellence in research design, the Cattell Award program, had not been examined by us for its effectiveness. This omission suggests that **processes which cause review of committee performance and self governance** in our own science-profession need new life.

The shortfall in self governance in scientific affairs is very large indeed if Committee and Division performance is judged by the intents regarding scientific performance which I wish us to hold.

What can be learned from this example of self governance?

I have worked with a variety of professional fields, both in paid and volunteer capacities, including managers, physical scientists, industrial and organizational psychologists, educators, clergy, stock brokers, physicians, legislators, lawyers, mechanical engineers, and real estate brokers. My experience suggests that the processes and successes in self governance among industrial and organizational psychologists are typical of most professional and scientific groups. Quality control of scientific and professional work by the science-profession itself is quite limited in its influence and usefulness, except perhaps through its indirect influence on the formal education of the scientist-professional and in the editorial processes of its scientific journals. The role of the scientific-professional group in stimulating excellence in its own group performance, without exception, is minor. While my experience suggests that our own behavior is normal, I am not at all enthusiastic about the norms as standards for our own behavior.

As students and practitioners of human behavior in organizations, we have both an unusual opportunity made possible by our scientific knowledge and bents as well as a very unique obligation created by our professional intent to aid others in the shaping of their own decisions and behavior. Our opportunity and obligation is to invent ways for stimulating our own scientific productivity and the responsible growth of our science. At this time we hurt from non-progress in support of social science research (as background, see Shapely, 1975; Anonymous, **The Chronicle of Higher Education,** 1975; Anonymous, **APA Monitor,** 1975). We have both the need and the opportunity to improve our scientific performance.

This example of our own self governance in scientific affairs suggests that self governance can be improved by articulating goals of committee activity and by reviewing performance from the perspective of those goals. I admit to some skepticism that commonly adopted "change processes" in organizations, such as management by objectives, really work (Ross, **Personnel Psychology,** 1974), but I wish that they worked. We should adopt regular goal-setting and performance-review processes in our self governance and, by similar means, help improve the self governance and performance of other sciences and professions.

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Ross Stagner (Continued)

Due to Ross's grasp of a wide domain of knowledge and his capacity to utilize such knowledge effectively, he is recongized not only across diverse areas of specialization within psychology, i.e., social personality, industrial, neurophysiological, gneral experimental, but he is recognized by professionals in other disciplines. His contributions and insights are valued by institutional economists, by those scholars concerned with urban problems and planning. By those professionals who are concerned with social and international conflict. Moreover, his research and theoretical contributions not only satisfy the most rigorous criteria of excellence imposed by the scientific community, but have gained significant acceptance and respect from the practically-oriented professionals in the world beyond academia—professionals who often dismiss the university scholar as being an "ineffectual ivory towerist". It is a unique accomplishment that Ross has gained stature in so many realms of activity. It is indicative that Ross Stagner has been able through his contributions to excell in terms of many diverse criteria emanating from often dissonant groups.

But the criteria of the complete scholar are broader than those related to research and writing. Equally critical is the guidance and development of other professionals. Often one counts the number of Ph.D.'s produced and their accomplishments to arrive at an evaluation of such a variable. But that would neglect the scope of the domain of influence of the complete scholar. There is no one here tonight, whether they have discussed their professional ideas and research with Ross Stagner as a student or as a positional peer, who has not significantly benefited from Ross's uncanny insights, his amazing capacity to synthesize and integreate, and his ability to draw parallels between the topic under consideration and the related research and theories of other disciplines.

In light of such an evaluation, there can be no doubt that Ross Stagner represents that rare and unusual combination of talents that makes him the complete scholar.

Supreme Court to Examine Criterion Adequacy and Job Analysis Requirement in Moody v. Albemarle Paper Company

by James C. Sharf

Albemarle Paper Company had several lines of job progression that prior to 1964 had resulted in blacks being primarily in the lower paying jobs. The papermill operation was divided into 11 departments having one or more lines of progression with promotion up a line in a department dependent upon seniority and ability. After 1963 Albemarle chose to define ability as a high school diploma and passing scores on both the Wonderlic and the Revised Beta Examination.

Plaintiff Moody brought the class action on behalf of himself and other blacks alleging violations of their rights to equal employment opportunity by Albemarle and their unions because of a job seniority system which locked them into lower paying lines of progression. The court opened the scope of the charges to include all aspects of the hiring and promotion practices including provisions of the collective bargaining agreement.

District Court Decision

The original case (4 FEP 561) brought before the Eastern District Court of North Carolina in 1971 dealt with two issues: (1) the effects of the job seniority system which tended to perpetuate the effects of past discrimination, and (2) the educational and testing requirement for selection and promotion. Since the court found that Albemarle had practiced racial discrimination prior to July 1965 and the effect of this past discrimination had been perpetuated by the use of job seniority within lines of progression, the court ordered a change in seniority from one of job seniority to plant seniority.

Although the adverse impact of the testing procedures was not established, the lower court proceeded nonetheless to examine the tests where a concurrent criterion-related validation study had been conducted for " . . . ten specific skill-related job groupings of lines of progression (4 FEP 567)."

An examination of the FEP Cses does not show the evidence of validity presented to the court although the EEOC Amicus Curiae brief subsequently filed with the Court of Appeals notes: (1) The size of the 10 samples averaged n = 12 and ranged from 6 to 21; (2) Although there were 180+ blacks employed at the time the validation study was conducted, no investigation of differential prediction was investigated; (3) The company admitted that workers develop most of their skills on the job; therefore, whatever the frequency of promotions, low test scores at the entry level might not necessarily predict later performance; (4) Raters were not furnished with either job descriptions or instructions from the outside expert when they evaluated their subordinates; (5) Supervisors were asked to evaluate workers as to "just how well a guy can do a job when he's feeling right", but no distinction was made as to who the successful or unsuccessful employees were; (6) It was the outside expert who, using phi coefficients, dichotomized the criterion scores into "successful" and "unsuccessful" categories, with no explanation as to how the expert arrived at these distinctions.

The decision of the court on these matters was:

> "This court has also found as a fact that a certain level of native intelligence is required for the safe and efficient operation of Albemarle's often complicated and sophisticated machinery. The personnel tests administered at the plant have undergone validation studies and have been proven to be job related. The defendants have carried the burden of proof in proving that these tests are 'necessary for the safe and efficient operation of the business' and are, therefore, permitted by the Act. However, the high school education requirement is unlawful in that the personnel tests alone are adequate to measure the mental ability and reading skills required for job classification."

At least four points are noteworthy of the decision in the District Court: First, the court's opinion did not indicate that the adverse impact of the educational requirement was established as was the case in **Griggs,** and accordingly it seems to the writer that the court was unjustified in rejecting this standard. The only mention of the adverse impact of any selection procedure concerned recruiting efforts for the years 1964 and 1965 when Albemarle had offered incumbent black employees an opportunity to take the tests in question " . . . in order to be considered for jobs in other lines of progression and waived its high school education requirement for incumbent black employees who could successfully pass these tests . . . A majority of those who took the tests failed them." This is as far as the trial court got in recording the adverse impact of the tests in question. Obviously, such a statement is incomplete in not considering the failure rate of whites as a basis of comparison.

Second, the court's reasoning for striking the educational requirement besides being unfounded was vague, unless it intended that the level of reading ability to take the two tests was equivalent to that required to read the operating manuals. Even then the court's reasoning is not at all clear as to why the educational requirement was enjoined in this case. Albemarle did not contest this decision, however.

Third, the court did not examine the adequacy of the supervisory ratings other than to note: "The ratings took into consideration the elements of work behavior and job success."

Finally, the court was willing to generalize the findings of the validation study and directly quoted the expert's conclusion: "Inspection of the correlations and charts in this report shows quite conclusively that both the Beta and Wonderlic A tests can be reasonably used for both hiring and promotion for most of the jobs in this mill."

In summary, the lower court ordered that the job seniority system be abolished and a plant-wide system adopted; and refused to order changes in the pre-employment testing procedures used by Albemarle other than to eliminate the high school diploma requirement.

Court of Appeals Decision

The Court of Appeals in Richmond (5 FEP 613) in 1973 began by noting the following finding of fact:

> Albemarle had 11 separate departments containing 17 lines of progression. Since 1963, applicants for 8 of these departments and 14 of the lines of progression were required to score successfully on the Beta and Wonderlic pre-employment tests. Albemarle's validation study covered 10 job groups in only 8 of the 14 lines of progression, and 5 of the 8 departments for which the tests were required.
>
> The instructions given to the supervisors in gathering their rating read: 'Excluding a man's attitude, just how well the guy can do the job when he's feeling right'.
>
> Albemarle's expert found that one of the tests was validated for 9 of 10 job groups studied. However, both tests were valid for only one job group.
>
> The plaintiff made a sufficient showing of the adverse impact of Albemarle's testing procedures.
>
> **No job analysis was done for the jobs in question** (emphasis added).

The effect of the District Court's approval of Albemarle's testing procedure was to approve a validation study without job analysis, to allow Albemarle to require a person to pass two tests for entrance into 7 lines of progression when only one of those tests was validated for that line of progression.

It is interesting to note that although the lower court's decision did not cite the adverse impact of Albemarle's testing procedures, the Court of Appeals noted passing rates of 96% for whites and 64% for blacks on the Wonderlic.

The court at this point built on the reasoning of **Griggs** (3 FEP 178) in noting:

> "If an employment practice, though facially neutral as the testing procedures here, is shown to have a differential impact on minority employment, it is prohibited unless the employer can prove business necessity. The plaintiffs made a sufficient showing that Albemarle's testing procedures have a racial impact. It was thus incumbent upon Albemarle to establish business necessity by showing that its testing requirements 'have a manifest relationship to the employment in question'."

In establishing a standard for business necessity, the court further built on the definition of business necessity developed in Robinson v. Lorrilard Corp. (3 FEP 657):

> "The applicable test is not merely whether there exists a business purpose for adhering to a challenged practice. The test is wheter there exists an overriding legitimate business purpose such that the practice is **necessary to the safe and efficient operation of the business** (emphasis added). Thus, the business purpose must be sufficiently compelling to override any racial impact; the challenged practice must effectively carry out the business purpose it is alleged to serve; and there must be available no acceptable alternative policies or practices which would better accomplish the business purpose advanced, or accomplish it equally well with a lesser differential impact.'"

In **deciding to overturn the District Court's approval of Albemarle's testing procedures,** the Court of Appeals noted:

> "Albemarle failed in several respects to show that its tests were job related, had a manifest relationship to employment, and had been validated in accordance with EEOC guidelines. In developing criteria of job performance by which to ascertain the validity of its tests, Albemarle **failed to engage in any job analysis.** Instead, **test results were compared with possible subjective ratings of supervisors who were given a vague standard by which to judge job performance** (emphasis added) (5 FEP 615).
>
> Even if the validation procedures had been proper, (the District Court) was in error to approve the testing procedures for lines of progression where there had been no validation study. In this case the tests were approved as a requirement for 6 lines of progression for which the tests had not been validated.
>
> A failure to perform job analysis in the lines of progression involved in the validation study and in other lines of progression for which the tests are required prevents concluding that no significant differences exist in the jobs in question.
>
> Albemarle has not shown that hiring all employees into a pool is necessary to the safe and efficient operation of its business, nor has it shown that hiring employees for specific lines of progression is not an acceptable alternative. This they were required to prove under the business necessity test. Thus we hold that the District Court erred in upholding the validity of the pre-employment personnel tests and in refusing to enjoin their use."

Supreme Court

One additional issue over which the lower courts split may turn out to be the Supreme Court's primary objective in deciding to hear this case. The District Court had refused to award back pay to the plaintiffs on two grounds: (1) that their claim for back pay had been filed nearly five years after the original charge of unfair discrimination was made, and (2) there was no evidence of bad faith compliance with Title VII in that the respondent had begun recruiting blacks as early as 1964 for its maintenance training program.

Noting the strong Congressional intent in Title VII's legislative history as well as the compensatory nature of the back pay award, the Court of Appeals admonished the lower court for failing to exercise its discretion in awarding back pay and reversed the lower court's decision. Since the Supreme Court may choose not to address all of the issues over which the lower courts were in conflict, the back pay issue alone could be the reason why they agreed to hear this case. The line of questioning from the bench when the oral arguments were heard focused entirely on the back pay issue.

In summary, the Supreme Court will be asked to decide on the merits of two conflicting decisions. The District Court had found the employer's validation studies acceptable, agreed to generalize their use as standards for hiring and promotion for most of the jobs in the paper mill and refused to award back pay. The Court of Appeals reversed this decision on three grounds: (1) that job performance ratings against which the tests were validated were possibly subjective because of the vague nature of the standard which had been developed without job analysis, (2) tests were being used for lines of progression where there had not been a validation study, and (3) back pay should have been awarded.

If the testing issues are entertained, the Court's decision undoubtedly will further define requirements for criterion adequacy and the extent to which inferences about the validity of a test can be generalized. A decision on either of the testing issues will further emphasize the need for job analysis in validation research. Perhaps in the long run, with the Supreme Court's endorsement, the basic role of job analysis will be taken from the lips and again returned to the hands of the practicing I/O psychologist where it should have been all along. As of the **TIP** publication deadline, the Supreme Court had not issued a decision.

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International Commission on Tests Formed

Ed Fleishman, President of the International Association of Applied Psychology, reports that the following Resolution was adopted by IAAP at the General Assembly, International Congress of Applied Psychology, August, 1974.

Recommendations concerning the construction, distribution and use of psychological tests

1 — Aim

The International Association of Applied Psychology intends to promote a proper use of psychological tests.
The I.A.A.P. intends further to protect the public against the personal and societal consequences of the distribution of inadequate tests, of the use of tests by unqualifed persons, or in a manner objectionable on ethical grounds.
The Association hopes also to prevent socially valuable instruments, requiring long and expensive research for their construction, from being depreciated.

2 — Test Commission

a) To further this aim, the I.A.A.P. recommends that there be created in each country (or, if necessary, according to finer territorial divisions), a **Test Commission** elected by the association of psychologists of this country or region. If several associations exist, representing different groups of psychologists, this commission will have to be chosen by agreement between all these associations. Groups whose training is not primarily in psychology, but who are trained to use tests should also be consulted.

b) The **Objectives** of the test commission will be, through voluntary agreements and public relations:

— to advance professional test development and to raise the quality standards of psychological tests.

—to prevent their misuse and to keep the associations of psychologists informed on this subject.

—to coordinate the measures taken at the regional, national and international level to promote the wider use of tests and to protect the public.

3 — Test promotion and quality control

The Test Commission:

a) establishes standards for the construction of tests and the preparation of manuals in accordance, as far as possible, with the standards of other countries.

b) asks for objective appraisal of existing tests, with reference to these standards, and has critical reviews published, for the information of psychologists.

c) has a responsibility to actively work for a more purposeful application of tests; this implies, as preliminary steps, the development of research and the surveillance of training.

d) surveys the gaps in the tests available and makes recommendations on ways of encouraging production of suitable tests.

e) looks for other positive ways of furthering the development of adequate psychological methods and promoting their wider use.

4 — Control of test distribution and use

To protect the public against the dangers of an inadequate use of tests, the Commission proposes **regulations** concerning the authors, publishers and users of tests.

The Test Commission reminds:

a) **the authors,** that they should limit the distribution of their tests to those persons who seem fit for using them, because of their training and professional standards (including ethical). The contract between the author and the test publisher (or distributor) should specify these limitations.

b) **publishers** (or distributors) that selling poorly constructed instruments, or distributing tests indiscriminately creates a danger for the public and depreciates the very object of their business. Consequently tests should be sold directly to qualified users (or on their authorization to a third person mentioned in the order form). The Test Commission specifies, if the author has not done it himself, to which category of users each of the tests must be restricted. The Commission defines criteria of competence to determine who are the qualified users (for instance diplomas, authorization of the Commission, state license, etc.). The Commission, if asked to do it, gives to the publisher expert advice on the quality of tests presented to them for publication.

c) **users,** that, when buying a test, they implicity accept to use it according to the instructions and intentions of its author (except for research purposes). Test users respect the rights of test authors : they do not reproduce, translate, adapt or modify in any way a test without permission of the author and publisher concerned, even for research purposes. When a test user cannot give evidence of sufficient training, he can receive and use tests only through another well-trained person who takes responsibility for controlling his activity. The Test Commission grants, on request, an international buying permit to those persons who can prove their competence and accept the ethical standards pertaining to test usage. The Test Commission participates in the elaboration of these ethical standards.

d) **professional associations** that they must establish regulations adapted to local conditions and acceptable by those who are concerned (authors, publishers, qualified users). After appropriate contracts have been signed, the Test Commission controls their application, inquires about any known problems in test usage and reports to the committees of the professional associations. Those committees take any action that seems necessary against users and publishers of tests who have not followed the contracts or ethical standards they had explicitly or implicitly accepted.

5 — International or regional coordination

To prevent the measures mentioned under point 4 from becoming ineffective because other publishers, outside the region, would sell tests indiscriminately within the region, all test Commissions must give each other mutual support. For this purpose, they must obtain, from the test publishers or distributors with whom they establish a contract, that these firms limit their sales, outside of their region or nation, to those persons who possess an international buying permit (provided, of course, that a Test Commission exists in the country or region of the buyer).

6 — Means of action for controlling the distribution and use of tests

a) The Test Commission invites test publishers and producers to participate in a common working group where problems of mutual interest are discussed.

b) The Test Commission makes agreements or contracts with test publishers and distributors, according to which these firms accept to sell tests only to those persons who satisfy the criteria defined for these tests by the Commission.

c) The Test Commission publishes regularly the list of test publishers and distributors who participate in those agreements and asks the members of the associations involved to give preference to those firms whenever possible.

d) The Test Commission will decide what range of tests it will be appropriate for it to consider.

e) The Test Commission will publicize the measures taken by the associations to guarantee competent test usage.

f) The activities of the Test Commission are financed by the associations which the Commission represents.

7 — Development phase

a) The executive committees of the national associations will be asked to create a Test Commission in their country. Test associations of help in carrying out the tasks described in these Recommendations.

b) The Directing Committee of the I.A.A.P. will take steps to form an International Commisssion on Tests, whose members will consist of representatives elected by each participating country's psychological associations.

c) The national Commissions will keep informed the International Commission's President of the progress they make in the application of these Recommendations. These national or regional Commissions will in exchange receive the necessary information to permit their mutual cooperation. In turn, they will also keep publishers informed.

d) A report on the achievement of these Commissions will be presented by the International Commission on Tests at the next General Assembly of the I.A.A.P.

e) The International Commission may also initiate other names of test promotion approved by the Directing Committee of the I.A.A.P.

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All correspondence regarding the Commission and subscriptions to the Newsletter should be sent to:

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Tilburg University
Tilburg, Holland

Seminar on Test Construction for Developing Countries (T.D.C.)

If there is sufficient interest the Test Development Section of the Psychology Faculty at the Free University will organize a seminar on the above-mentioned subject.

Place: Free University Amsterdam
1015 De Boelelaan
Amsterdam, Holland

Time: 6 - 10 July 1976.

Maximum number of participants: 30.

The time has been selected to permit the participants to attend the IACCP conference in Tilburg, Holland, which will take place from 12 - 16 July.

No fees will be charged and there will be financial support for lodging costs in Amsterdam.

During the seminar, a number of presentations will be given on theoretical and technical issues in test construction for developing countries, each followed by ample time for discussion. Among the topics are: Objectives of test construction for developing countries; culture and test performance; test bias and test decisions; the use of tests in education; comparability of test-scores; professional ethics in test use; the construction and use of observation scales. In addition, practical illustrations and exercises will be presented during afternoon sessions. Requests for further information and letters showing interest in this seminar, should be directed to:

Prof. Dr. **P.J.D. Drenth**
Psychological Faculty
Free University
P.O. Box 7161
AMSTERDAM, HOLLAND.

Deadline for receipt of completed applications is March 31, 1976.

THE CENTER FOR CREATIVE LEADERSHIP

by David P. Campbell*

The Center for Creative Leadership, an institution devoted to the stimulation of innovation among people who manage things, was established in 1971 by the Smith Richardson Foundation, whose founder, H. Smith Richardson, Sr., was one of America's classic Horatio Algers. Starting in his hometown of Greensboro, with a home cold remedy - Vicks Vaporub — created by his father, he built up the multi-million dollar drug firm, Richardson-Merrell Inc.

When he retired from active management in 1957, he determined to focus his philanthropic energies, through the Foundation, on developing more creative leaders for this country's institutions. Just before his death in 1972, these efforts culminated in the establishment of an educational institution, the Center for Creative Leadership, and the construction of a striking building to house it just outside of Greensboro, North Carolina.

We have five major assets:

1. A dramatic, well-equipped **building.**

   The Center is housed in a long, low, stone, metal, and glass building beside a lake in the middle of 20 acres of North Carolina forest.
2. A comfortable **budget.**

   The Foundation provides an annual grant to the Center which supports us at roughly the same level as a modest-sized university department.
3. A talented, experienced Board of Governors.

   The Board includes two psychologists (**Kenneth E. Clark** and **William Bevan**), a sociologist (**Orville Brim**), three university presidents (**Terry Sanford** of Duke, **William Friday** of the University of North Carolina, and **Samuel Spencer** of Davidson), and four businessmen (**H. Smith Richardson, Jr., Randolph Richardson, John Red, Jr.,** and **Charles Myers**). Collectively, they represent an effective array of wisdom and experience.
4. An energetic and dedicated staff.

   We have 22 multi-discipline professional staff supported by 20 clerical, technical, and maintenance staff members.
5. An exciting, challenging mission.

   Our charge is to work in the area of the identification and development of high level talent for organized endeavors . . . in short, to cultivate creative leaders.

OUR PROGRAMS SHORT-TERM TRAINING PROGRAMS AND RESEARCH.

The Center's main program is an intensive, seven-day program focused on leadership development. Shorter variations are also offered.

Our main goal is to translate established psychological principles into training techniques with broad applicability. Our techniques are based on:

1. **Experiential learning** — "learning by doing."

   Realistic simulations focus on topics such as leadership styles, situational assessment, the utilization of group resources, and creative problem solving.
2. **Psychological and behavioral assessment.**

   Peer and staff ratings are collected, and combined with psychological test results.
3. **Peer feedback.**

   The group of participants is an important resource for each individual member. We train them to give, **and receive,** feedback to and from each other. Because it comes from peers, this information is highly credible.
4. **Professional counseling.**
5. **Self-directed personal development.**

   Each participant designs a personal development plan to guide further growth. This is reviewed, in a supportive but forthright manner, by a staff member and a committee of peers.
6. **The provision of learning frameworks.**

   To aid in making sense of these experiences, the participants are given mini-lectures on the psychological processes at work.

An increasing tempo of research activity reflects our concern for evaluating the impact of our programs, as well as studying the more traditional areas of leadership characteristics and processes.

LONG-TERM TRAINING RESEARCH.

Almost unnoticed, an invisible, post-graduate university of leadership has developed in the U.S. during the last ten years. The White House Fellows, the National Urban Fellows, the ACE Internships, the Congressional-Scientist Fellows, the Atlanta Interns, and the Bush Leadership Fellows are examples of programs that share three characteristics: (1) they are concerned with leadership development, (2) they deal with people in the mid-career range, usually age 40 $\pm$ 10, (3) they are less than ten years old.

The Center is encouraging this trend. Specially, we are attempting some cooperative evaluation to identify the specific strengths of these programs so that their impact can be broadened.

CATALYTIC FUNCTIONS

The Center also sponsors several catalytic activities to highlight topics such as leaders and their characteristics, and the process of leadership.

These include a **Visiting Fellows program** where social scientists are invited to spend a year here. Last year **Donald MacKinnon** from California (Berkeley) and I (then at Minnesota) served this role; this year **Stuart Cook** from Colorado and **Robin Williams** from Cornell are here.

We also run a **Summer Institute** where fifteen universities are invited to send us one of their best advanced graduate students in psychology or business administration for six weeks.

We host **small conferences;** this past winter we had one on Industrial Assessment Centers; in June we had one on leadership and another in July on conflict resolution.

The Center circulates a **newsletter** (anyone wishing to be on the mailing list should drop me a note) and will eventually publish a series of Technical Bulletins summarizing our research findings.

All of the above makes the Center sound more organized than perhaps it is. We are only a few years old, and are still learning how to do the things we want to do. The beginning years have had all of the excitement and stress usually associated with new enterprises — adolescent turbulence, some would say — and whatever else life is at the Center for Creative Leadership, it hasn't been dull.

*Dr. Campbell is Vice-President of the Center.

Division 14
Annual meetings, Chicago, August 30-Sept. 3
Annual workshops, Chicago, August 29

ADVERTISE IN TIP

The Industrial-Organizational Psychologist is the official newsletter-journal of the Division of Industrial-Organizational Psychology, American Psychological Association. As such, it is distributed three times yearly to the entire membership, now numbering in excess of 1400. This group includes both academics and professional-practitioners in the field. In addition, **TIP** is distributed to many foreign affiliates, many graduate students in the field, and to the leaders of the American Psychological Association generally. Present distribution is approximately 2500 copies per issue.

Advertising may be purchased in **TIP** in units as small as the half-page and up to double-page spreads. In addition, classified ads are available — presently at no charge to members for limited space ads — for virtually any legitimate purpose such as positions available, positions sought, etc. For information, or for placement of ads, Write **TIP** Editor, **Art MacKinney,** Graduate Office, Wright State University, Dayton, OH. 45431.

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