

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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Affirmative Action on the Line in *Bakke*

by James C. Sharf*

It is important to remember that *Bakke* was brought under the equal protection clause of the Fourteenth Amendment to the Constitution. It could not have been brought under Title VII of the Civil Rights Act of 1964 because only employment selection procedures such as the hiring of faculty are within its reach. Academic admissions are not covered by Title VII.

The statutory language paralleling the Equal Protection clause of the Fourteenth Amendment, however, can be found in the Civil Rights Act of 1964. It provides that the Act shall not be interpreted to require that an employer "... grant preferential treatment to an individual or group ... on account of an imbalance which may exist with respect to the total number or percentage of persons ... employed in comparison with the total number or percentage of persons of such race, color, religion, sex or national origin in any community ... or in the available work force. ..."

In *Bakke*, the Regents are seeking to convince the Court that the Fourteenth Amendment was written to prohibit *invidious* discrimination against minorities but did not apply to their *benign* special admissions program, the intent of which was to be *beneficial*.

The California Supreme Court took exception to this rationale as follows:

We cannot agree with the proposition that deprivation based upon race is subject to a less demanding standard of review under the Fourteenth Amendment if the race discriminated against is the majority rather than the minority. We have found no cases so holding, and we do not hesitate to reject the notion that racial discrimination may be more easily justified against one race than another, nor can we permit the validity of such discrimination to be determined by a mere census count of the races.

In other words, the California Supreme Court interpreted the Fourteenth Amendment to tolerate neither invidious discrimination against nor benign discrimination benefiting any race.

There are several reasons why the *Bakke* case is particularly vexing to civil rights advocates and the reason that the University Regents have been criticized for appealing this case. First, the University did not challenge *Bakke's* contention that race was considered as part of its special admissions program. Secondly, there had been no prior history of discrimination by the University. Neither did the University claim that it had practiced prior discrimination in its admission programs nor had either of the lower courts found prior discrimination in the University's admissions practices. Thirdly, the University acknowledged that *Bakke* was better qualified than those minorities admitted both years *Bakke* applied but nevertheless rejected him.

In short, there seemed to be no legal basis for the University's special admissions effort other than the recognition that the use of traditional selection standards qualified all too few minorities. Without a prior history of discrimination established in a legal proceeding and resulting in the award of numerical goals as relief, there was no legally defensible basis for a voluntarily assumed affirmative action effort.

The issues in this case come down to whether the UC Regents can legally justify a preferential system of admissions which uses race as one of the admissions standards. In this regard, the Supreme Court of the State of California observed: "A quota becomes no less offensive when it serves to exclude a racial majority."

In a recent commentary appearing in the *Los Angeles Times*, University President David Saxon sought to justify the special admissions program on the following grounds:

For *selection* among qualified students, the test is whether choices are related to the current needs of the school, the profession, and the public it serves, or whether they are made arbitrarily or capriciously with regard to those needs. The University's admissions program meets both of these tests. The vast majority of students admitted, including minority students, are successfully completing their professional studies. Our methods of selection are addressing the important current needs of the schools and the professions. We are convinced that our admissions program would *not* meet the later test if they were *not* addressing the crucial need for integration by including some qualified minority students among those selected.

The California Supreme Court, however, viewed the matter somewhat differently:

The question we must decide is whether the rejection of better qualified applicants on racial grounds is constitutional. The issue to be determined thus narrows to whether a racial classification which is intended to assist minorities, but which also has the effect of depriving those who are not so classified of benefits they would enjoy for their race, violates the constitutional rights of the majority.

The way the Supreme Court handles this case may clarify the bounds of legally permissible voluntary affirmative procedures favoring one group over another. The key issue to watch is how the Court deals with whether a prior history of discrimination on the part of the University must be shown before a program of affirmative action can legally be employed taking either race or sex into account in making selection decisions.

MEMBERSHIP COMMITTEE

by Gary Latham

At the August Convention, one hundred ninety-five applicants were recommended for membership in the division and passed during the division business meeting.

The new members of the membership committee are **Myron Fischl, Ron Johnson, Gary Latham, and Rick Steers**. The objectives of the committee for the forthcoming year are twofold: Criterion development and recruitment. With regard to criterion development, the committee will survey each division in APA to determine their individual requirements for membership. Based on what we find plus input from you, criteria for membership in Division 14 will be proposed to the Executive Committee in January. The spring issue of TIP will ask you to express your opinion on the acceptability of the existing versus the proposed criteria for membership in our division. At the present time *any* member of APA who expresses an interest in joining this division may do so. If you already have ideas on this subject, we would like to hear from you.

With regard to recruitment, of the 5,000 letters sent last year alone, we received approximately 50 responses. Consequently, we have decided to discount this approach and ask you to conduct a personal campaign to recruit one new member. Each of the four members of this committee will personally twist the arms of 25 colleagues to be certain that they recruit one member. In the meantime, please find that one individual whom you know shares the interests of our division, but has never found the time to join us.

*Ed. Note: The views expressed herein are those of the author

In-Basket TIPBITS

by Mike Kavanagh

San Francisco — cable cars, seven hills, Union Square, Chinatown, wool-covered mouths in the morning — Oh yeah — there was a convention there. Actually, it was a great convention. The Workshops and Division 14 program were excellent. Thanks much to **Larry Bollinger** and **Stan Acker** (and their committees). But most important, a convention is the place to renew friendships and start new ones. With San Francisco as the backdrop, acquaintances and interactions were somehow magically transposed into marvelous and significant events. In other words, we had a good time.

TIP to the rescue: my one piece of luggage was somehow lost on its way to San Francisco. I think it had a ticket to Tahiti. Two weeks after the convention, I received a call inquiring whether I was missing some baggage. It seems my name tag had mysteriously disappeared from my bag, the baggage detective had opened my bag and found 40 copies of **TIP** I had packed for distribution in Division 14's hospitality room. There's a lesson here, but I haven't quite deciphered it yet.

Any cartoonists out there? **TIP** officially announces its second major contest. You guessed it—a cartoon contest. All entries may appear in **TIP**. The deadline for submission is January 15, 1978. All entries should be in black and white, and sent to the editor. Come on — let's turn on our creativity to something other than research. The prizes for the winners are outstanding.

Speaking of humor, **Bill Giese** sent **TIP** a funny, funny postcard. The purpose of which was to inform you misguided souls that he has not retired in the West Indies. He bought a West Indian Sloop, and is and has become a fishing entrepreneur (high n ach). As Bill puts it: "now we jess don't make much money which is OK 'cause we don't need much . . . But that (the profit) more than keeps us in loaves of bread, jugs of wine, etcetera." Only goes to show you that you can succeed in spite of your Ph.D.

Somebody goofed — **Doug Bray** called to inform **TIP** that **Ann Howard** was omitted from the symposium "Assessment Center for Midcareer and Middle Life" in the Division 14 program. Not only did Ann give a presentation, "Individual Techniques", but, according to Doug, she was the person who really organized the entire symposium. Sorry, Ann.

Steve Appelbaum took us seriously in **TIP's** call for personal news. He has been appointed Associate Professor of Management and Behavioral Science at Philadelphia College of Textiles and Sciences, has been actively consulting in the area, and has several publications this Fall on OD consultations within closed climates. Sounds exciting, except you know what W. C. had to say about Philly, Steve.

Consultants, interested in expanding your expertise to the international arena. **TIP** has received information on International Consultants Foundation whose purpose is "to bring together and utilize multinational professional consultants from the behavioral and management sciences to provide expertise for organizations worldwide." Interested? Write for more information to **Gordon Lippitt**, 5605 Lamar Road, Washington, D.C. 20016.

Oh, D . . . **Marshall Sashkin's** informative article in the last issue of **TIP** evoked a reaction from **Ken Alvares**. He sent **TIP** a brochure on a Masters Degree Program in Organization Development at Bowling Green State University. It is designed as a non-resident program and more information can be obtained from Ken at the Psychology Department, Bowling Green State University, Bowling Green, Ohio, 43403.

For those of you who missed the Division 14 business meeting on Saturday afternoon, the following election results were announced by **John Campbell**, the new President of Division 14: President-elect: **C. Paul Sparks**, Member-at-large of Executive Committee: **Ben Schneider**, Representative to Council: **Ginny Schein**. The complete Executive Committee as well as the new Committee Chairs are contained elsewhere in this issue.

In addition, the following persons were nominated and approved for Fellow of Division 14: **E. A. Alluisi**, **K. N. Wexley**, **G. A. Yukl**, and **R. J. House**.

Finally, the following awards were presented at the business meeting: (1) the James McKeen Cattell award to **Jeanne B. Herman** and **Stephen B. Goldberg**; (2) the S. Rains Wallace dissertation award to **W. A. Scheimann**; and (3) the first Professional Practice Award to **Douglas Bray**.

TIP congratulates all above on their award or election.

Congrats are also in order for **Erich Prien**, **Mark Jones**, and **Louise Miller**. Their article, "A Job Related Performance Rating System," submitted for the ASPA Research and Creativity Award, was selected as the first place entry. Now, on to bigger things, Erich — turn that creativity to cartoons for the **TIP** contest.

Mobility news: **Ken Misa** informed **TIP** that **Robert W. Miller** recently became the third member of A. T. Kearney's Organizational Group in Los Angeles. **MOVE 2** — **Larry Hanser** joins **Ray Mendel** in the I/O section of the Department of Psychology at Western Kentucky University in Bowling Green, KY. **MOVE 3** — **Ed Levine** has joined the faculty of South Florida's Psychology Department in Tampa as an Associate Professor. **MOVE 4** — **Bob Pritchard** moved from Purdue to the University of Houston as Professor in the Psychology Department. He joins **Jim Campion**, **John MacNaughton**, and **Bart Osburn** — sounds like a good group — and they are attempting to develop a program that has strength in both the applied and the more theoretical/research area. In informing **TIP** of his move, Bob also announced that there are two I/O position openings for next Fall at the University of Houston. They are looking for persons who have at least two years' experience, and rank is flexible. Bob's letter was a little too late to make the deadline for the "Position Openings" in **TIP**. Those of you seeking jobs should check this section elsewhere in this issue.

Jeanne Herman informed **TIP** that APA's Education and Training Board sponsored a task force meeting on aging at the convention. Jeanne attended as liaison from APA's Board of Scientific Affairs. The purpose of the task force is to develop a conference on aging. A central theme that emerged from the task force meeting was quality of life of the elderly, and it was argued that work and aging should be part of the conference. Division 14 members who have ideas for this conference are invited to send them to **Warner Schaie**, Gerontology Research Institute, University of Southern California or **Martha Storandt**, Department of Psychology, Washington University.

Mary Tenopyr is seeking to share unpublished research and information on current research and development efforts involving the selection of persons for physically demanding jobs. Interested persons may write to Mary at AT&T, Room 6126G2, 295 North Maple Avenue, Basking Ridge, New Jersey 07920. Simple — just make sure they are bigger and stronger!

Fred Fiedler gave an invited address at the Catholic University of Assuncion in Paraguay on August 3. (Ed. note — Fred did not give **TIP** the topic, however, rumor has it that it involved "Leader Match" for some very high people.)

Ross Stagner, Professor of Psychology at Wayne State University, has been named the 1977 recipient of the Distinguished Graduate Faculty Award at WSU. Congrats Ross.

Before closing, a special thanks to **Jack Duffy** who was acting editor for this issue. Any typos, blame Jack.

Many thanks to all of you who sent news items to help fill this column. Remember, **TIP** is your newsletter. Other Division 14ers want to know what you are doing. **SO** — send your **In-Basket TIPBITS** to **Mike Kavanagh**, School of Management, SUNY-Binghamton, Binghamton, New York 13901. **Deadline** for the February 1978 issue is **December 15, 1977**. Make **TIP's** Christmas merry by meeting this deadline.

37th Annual Academy of Management Meetings

by Marshall Sashkin

The Academy of Management held what is likely their largest ever annual meeting in August, at the Orlando Hyatt House. An excellent program was some recompense for the atrocious climate. One highlight was a James Kirkpatrick — Shana Alexander styled point-counterpoint session on issues in organizational behavior (e.g., **Ed Locke** — pro — vs. **Clay Hammer** — con — on the need for cognitive elements in models of motivation, and **Ed Lawler** — pro — vs. **Larry Cummings** — con — on the importance of individual differences in task design). Another was an address by **Rensis Likert**, with comments by **Harold Leavitt**, **John Miner**, and **Karl Weick**. A major quality of work life symposium explored controversial issues. There was also a special one and one-half day QWL session chaired by **Ed Lawler**, **Stan Seashore**, and **George Strauss**, centered on three on-going experiments, involving labor and management representatives along with change agents and assessment-evaluation researchers. Overcrowded conversation hours "starred" **Larry Cummings**, **Lyman Porter**, **William E. Scott**, **Henry Tosi**, **Ed Locke**, **Ren Likert**, **John Miner**, and **Ralph Stogdill**. A session on evaluation research in OD gave hope that the area of organizational change may be getting more "rigorous." As was the case last year in Kansas City, there was a pre-convention "doctoral consortium," with top names in the field leading tutorial sessions with doctoral students selected from universities around the U.S.

Other attendees may have had very different program favorites, for the program was really jam-packed, as was the hotel — almost everyone seemed to have brought the family. (Disney World is fun, but identical to Disneyland — and the California climate is far superior; note, however, that you are reading the words of a native Californian). Next year's meeting will be in San Francisco.

S. Rains Wallace Dissertation Competition

Tom Bouchard, Chairperson of this year's Scientific Affairs Committee, has announced the 1978 dissertation award competition. The purpose of the competition is to reward and recognize outstanding and innovative doctoral dissertations in the I/O field. Entrants should submit four copies of an abstract (30 pages or less) of the dissertation, accompanied by a letter from the advisor certifying completion of the work. The **deadline is January 15, 1978**. Submissions should be sent to **Professor T.J. Bouchard, Jr.**, Elliot Hall, Department of Psychology, University of Minnesota, 75 East River Rd., Minneapolis, Minnesota 55455. For additional information about the competition and specific criteria used in judging entries, write to Professor Bouchard.

OH D---!

by Marshall Sashkin

The OD Division sessions at this year's Academy of Management Meetings were well balanced, including an unstructured symposium; practice-oriented sessions (organizational assessment techniques; electricism; intervention approaches); "hot" topical issues (public sector OD; the politics of change); evaluation research; and, teaching OD. All-in-all, a fine set of sessions. In the pre-convention election, **Larry Greiner** was selected as Program Chairperson and **Mike Beer** was elected to the Academy's Executive Committee as OD Division Representative.

NEW BOOKS

By the time you read this, Addison-Wesley will have published three new OD-Series paperbacks. **David Nadler's** survey feedback text should fill a gaping hole in the resource literature. **William Dyer** deals with that OD catch-all, "team-building." And, **Richard Beckhard** and **Reuben Harris** discuss strategies for large systems change (now, if they've got some that *work . . .*). Nearly simultaneously, University Associates will publish three books by **David Bowers**, **Jerry Franklin**, and their associates at the University of Michigan. *Survey-Guided Development I: Data-Based Organizational Change*, presents Bowers and Franklin's Basic approach, which is, in a nutshell, centered on the use of the Michigan Survey of Organizations (SOO) to produce change toward Likert's System 4 normative ideal. *S-GD H: A Manual for Consultants*, by **Doris Hausser**, **Pat Pecorella**, and **Elaine Wissler**, is just that — a step-by-step manual for using the SOO in large organizations, complete with tips on what to do when "disasters" strike. *S-GD HI: A Manual for Concepts Training*, by **Jerry Franklin**, **Elaine Wissler**, and **Greg Spencer**, is intended as a basis for short training courses on Likert's System 4 approach. Managers who will be involved in a System 4-centered survey feedback OD program are better able to use the SGD program if they receive prior "socialization," essentially normative training regarding Likert's theory.

Addison-Wesley's other new OD-related publication is **Jay Galbraith's** text, *Organization Design*. This topic area is generally used to mean the control and change of structural variables, but Galbraith goes beyond this limiting definition to attempt an integration of structural concerns and behavioral processes. His writing is lucid and his arguments well-developed; the book flows, but is weak in that Galbraith does not develop a clear structure to his approach. This is, however, a book worth examining.

MEETINGS

The OD Network holds its bi-annual meeting November 19-22 in San Diego. (See the last **TIP** for details about ODN).

March 16-18, 1978 are the dates for OD 78, a national "Conference on Current Theory and Practice in Organization Development," now being organized by **Warner Burke**. The conference will include from 12 to 16 referred paper presentations; it will be held in San Francisco. Enrollment is limited and there is a \$250 conference fee. For further information write Registrar, OD '78, 7596 Eads Ave., La Jolla, CA. 92037.

The Organization Development Institute (formerly Midwest OD Network) held its Fall Conference October 11-14 in Cleveland. Themes were "OD Theory and Skill-building," and "International OD." For further info write to **Don Cole**, ODI, 11234 Walnut Ridge Rd., Chesterland, Ohio 44026.

SPREADING YOUR WORD

by Laurie Broedling

I-O psychologists write on a wide variety of topics, but most of this information is published only in professional journals read by other psychologists. The Division 14 Public Relations Committee is interested in encouraging and assisting you in disseminating your work to audiences beyond your fellow professionals. We have had good indications of interest on the part of journal editors in other, more applied fields, in publishing I-O material. The following information is offered to give you a few ideas and, hopefully, some enthusiasm for wider distribution of your output.

There are two general types of popular media for you to consider. One is "the press," which includes any medium — newspapers, radio, TV — dealing in newsworthy, topical information. If you are professionally involved in contemporary issues, you should consider preparing a news release. The following basics which pertain to preparing a news release are taken from the *News Release Guide for Industrial and Organizational Psychologists*.

1. The copy must be typed and double spaced on 8-1/2" x 11" white paper.
2. Your name, address and telephone should be in the upper left hand corner about one-half an inch from the top.
3. Requests for a specific release date should be in the upper right hand corner and should read "For Immediate Release" or "For Release (date you specify)".
4. Begin the story three to four inches from the top of the page with one inch margins at both sides. This is most important. It gives the editor space to write a headline and type instructions.
5. Paragraphs should be indented five to ten spaces.
6. Normally, a news release should consist of only one or two pages of double-spaced copy. If your release runs over one page, end each page with a full paragraph (do not split paragraphs) and write the word "more" at the bottom. Label the second page "page 2", or "2 of 2", or "2 of 3", if it is three-page release.
7. To indicate the end of your news release, use either a double-cross mark (#) or the number "30". 30 is the traditional closing.
8. If photographs are to be used, glossy photographs reproduce the best. Be sure to attach proper identification and captions to photographs. Do not write on the back of photographs.
9. Copy must be clean and clear, grammatically correct, and free of misspellings. Proofread it carefully and retype it if it contains errors or omissions.

In addition to the *News Release Guide*, you can obtain further information from the APA publication, *Communicating With the Public Via the Media About Psychology*. Also, during the APA convention, the Office of Public Information operates a press room. All you as a presenter must do is provide the public information staff with 10 copies of your paper in advance, and they will take it from there.

The other category of popular media consists of the periodicals whose readers are potential users of I-O psychology. Write me for a list of periodicals you might consider.

For additional information on how to get your material into this type of periodical, the Public Relations Committee has a document available, *The I/O psychologist's "writer's kit": Some help on how to break into "popular" print*.

The Committee is continuing its "brokerage" function to assist Division 14 members in getting their material into popular print. We again invite you to send articles, reports, and descriptions of newsworthy activities or accomplishments. We will try to find at least one publication interested in using your work. Send such material to Laurie Broedling, Navy Personnel Research & Development Center, San Diego, CA 92152.

TOWARD TORONTO WITH THE PROGRAM COMMITTEE

by Gini Boehm

The Program Committee (Pete Dachler, Clay Hamner, Jim Huck, Rich Klimoski, Bob Pritchard, Frank Schmidt, Walt Tornow, and me) is determined to make the Division 14 program in Toronto our best ever. To do so, we need help from you — what we produce largely depends on what you submit.

All submissions are looked at in view of four major considerations:

1. **General interest:** To what extent is the topic addressed of interest to a substantial proportion of the Division membership?
 2. **Technical adequacy:** To what extent do research contributions presented or reviewed measure up to acceptable technical and methodological standards?
 3. **Innovativeness:** To what extent is new knowledge presented, or existing knowledge integrated in a novel fashion?
 4. **Suitability for oral presentation:** To what extent does this contribution lend itself to effective oral presentation?
- There are two additional considerations particularly applicable to Symposia:
5. **Diversity:** To what extent are divergent approaches to a problem or differing viewpoints in a controversial area represented by the presentations included?
 6. **Integration:** To what extent are the presentations included meaningfully related to each other and logically sequenced?
- Finally two additional considerations are applicable to papers.
7. **Completeness:** To what extent are hypotheses, methodology, and results fully summarized in this paper?
 8. **Adequacy of visual aids:** To what extent are visual aids (if necessary) adequate for clarity of presentation?

In terms of content area, we would like to see; evaluation of training programs based on "hard data"; cost-benefit analyses of different selection strategies; field studies in industrial settings utilizing quasi-experimental designs; assessments of quality of working-life interventions; new approaches and techniques for job analyses; evaluating of OD strategies and interventions; more "think pieces" and theoretical integrations; intra and inter group processes; and specific "how-to's" in the areas of career planning and management development. Please let us know (either by actually submitting things or suggesting ideas) what you'd like to see on the 1978 program, as well as your reactions to the 1977 one. (Virginia R. Boehm, AT&T, 295 North Maple Avenue, Room 6-1-35G3, Basking Ridge, New Jersey 07960).

Also, we are looking for format innovations, particularly for more effective ways to conduct paper sessions. One idea we'd like to try in 1978 is a modified form of what other Divisions have called a poster session or a paper fair. In this modified format, each presenter is given three minutes to present an extended abstract of his/her paper. After this, presenters go to individual tables and easel-chart displays, discuss the paper in more detail with interested members of the audience and hand out copies. There are several advantages to this format: it permits scheduling of eight or nine papers in a time we currently use for three, it provides better opportunity for discussion, it lets the audience focus their attention on areas of special interest, and helps us (the Program Committee) fit in papers that, because of their unique content, are hard to place in a session devoted to a particular topic. We plan to try this out on a small scale in 1978 and convert one of our paper sessions into this format.

1977 Annual Meeting of The Canadian Psychological Association

by Gary Latham

CPA's annual meeting was held June 8-10 in Vancouver, British Columbia. Symposium topics included: New Developments in Performance Appraisal, Power and Political Behavior in Organizational Settings, Causes and Consequences of Employee Turnover, The Role of Training in Organizational Development, and Work Values of Anglophones and Francophones. Ed Lawler gave an invited address on Strategies for Improving Quality of Work. Fred Fiedler directed a workshop on Contingency Model Leadership Training. Other Division 14 participants included Paul Oeltjin, Robert Haccoun, Wayne Nemeroff, Ron Burke, Vance Mitchell, Bob Andrews, Rick Steers, and R. Kanungo. Lorne Kendall (deceased, March, 1977) was elected Fellow in the Canadian Psychological Association.

A memorial fund has been established in Lorne Kendall's name. Contributions should be addressed to the Simon Fraser Lorne Kendall Memorial Fund and sent to Dr. A. R. Blackman, Psychology Department, Simon Fraser University, Burnaby, B. C., Canada. The fund will be used to provide an annual prize to a student whose work best exemplifies Lorne's approach to scholarship. Contributions are tax deductible for both American and Canadian donors.

This year's chairman of I/O is Ken Grant (Public Service Commission). The programme chairmen are Robert Haccoun (Bell Canada) and Craig Pinder (U.B.C.). The membership chairman is Joe Lischeron (University Hospital, Saskatoon). Membership fee in CPA is \$20 for APA members.

WHAT'S NEW WITH THE PAQ?

by Ernest J. McCormick

As some of you may know, the Position Analysis Questionnaire (PAQ) is a structured job analysis questionnaire that provides for the analysis of jobs in terms of each of 187 job elements. These job elements, in turn, can be used as the basis for deriving job dimension scores for individual jobs. (These are based on principal components analyses of PAQ data.) The job dimension scores, in turn, can be used as a basis for the estimation of aptitude requirements of jobs (thus possibly eliminating the need for conventional test validation), and for the estimation of wage and salary rates (thus possibly eliminating the need for conventional job evaluation procedures).

There are a couple of new developments with the PAQ. In the first place, on the basis of recent principal components analysis of PAQ data based on a sample of 2200 jobs, a "new" set of job dimensions has been developed which probably can be considered as an improved representation of the "structure" of human work, since it included a larger and more representative sample of jobs than the previous job dimensions. The "new" set of job dimensions is being incorporated in what will be referred to as PAQ "System II."

In the second place, the estimates of aptitude requirements for jobs have heretofore been expressed in terms of the nine constructs of the General Aptitude Test Battery (GATB) of the United States Employment Service. On the basis of recent research using test-related data for commercial tests, the estimates of aptitude requirements for jobs can now be converted directly into scores on 19 commercial tests, representing 5 of the constructs covered by the GATB tests. Thus, it is possible, on the basis of computer printouts derived with the PAQ analysis for any given job, to obtain estimates of test-related "aptitude requirements" of jobs in terms of these 19 commercial tests, representing the 5 constructs.

METRO SETS PROGRAM FOR 1977-78

by Adela Oliver

The Metropolitan New York Association for Applied Psychology (METRO), which is an association of psychologists primarily from New York, New Jersey, Massachusetts, and Connecticut, has recently selected the following individuals to serve as its executive officers for 1977-78:

President: **George W. Henderson**, ITT

Vice-President: **Gerald Olivero**, Rohrer, Hibler, & Replogle Institute

Treasurer: **Constant C. Queller**, The Klein Institute

Secretary: **Adela Oliver**, Metropolitan Life

METRO members meet monthly at the Harvard Club in New York from September to May to hear guest speakers, hold discussions, and socialize.

Another feature of METRO is its publication of a professional employment bulletin with the purpose of facilitating the match between qualified applied behavioral scientists and interested companies. The employment activity is coordinated by **Joel D. Ospa**, Citibank. Psychologists and others interested in the applied behavioral sciences are encouraged to apply for membership. Information requests about METRO should be mailed to: Dr. Adela Oliver, METRO Secretary, Personnel Research (Area 7-U), Metropolitan Life, One Madison Avenue, New York, New York 10010.

A Report From the E & T Committee

by Irwin L. Goldstein

1. The major activity of the E and T committee for 77-78 will be in the area of continuing education. As indicated in the 1976-77 reports of the committee, this topic is particularly important at this time due to developing legislation regarding licensure/certification and the requirement that professional status be maintained by participating in continuing education programs. The objectives of the E and T committee for this topic are:
 - a) To continue working with the American Psychological Association on the development of a continuing education plan which meets the needs of Division 14 members. We are delighted to report that a subcommittee of the A.P.A. Continuing Education Committee has decided to include the plan we developed for individualized continuing education as one of their options to meet continuing education requirements. We are now awaiting the decision of the other concerned groups in A.P.A.
 - b) Upon specification of the A.P.A.'s model plan, to develop Division 14's model to meet the A.P.A. requirements.
2. The E & T committee expects to publish the new Survey of Graduate Programs by Summer 1978. **Jack Larson** is completing the collection of information from both I/O programs and organizational behavior programs.
3. The E and T committee will establish contacts to develop continuing education efforts at regional meetings. Special attention will be given to the development of symposia or workshops in regions, e.g. Eastern Psychological Association, where there have not been major programs in the past few years. This effort will be coordinated with A.P.A. continuing education programs for regional meetings.

Any comments, suggestions, etc. about these plans would be appreciated. Please send comments to **Irv Goldstein**, Dept. of Psychology, University of Maryland, College Park, Maryland 20742.

Membership Status of Women in Division 14

by Lorraine D. Eyde

How are women psychologists represented in Division 14? Data from the 1976 *APA Membership Register* indicate that women make up 5% of the persons who belong to Division 14. Specifically, women represented 3% of the Fellows, 5% of the Members, and 8% of the Associates. Women are well represented on Division 14 Committees. In 1975 to 1976, 18% of the members of the Division 14 Committees were women and one of the ten committees was chaired by a woman.

However, as of 1976, there were only eight women Fellows in Division 14. No doubt there are many women (and men) with distinguished careers who deserve to be nominated for Fellow status by Division 14 members. Look over the names of the more than 1,000 Division 14 members to identify persons who might qualify. Perhaps you can help increase the representation of women among Division 14 Fellows by nominating and endorsing qualified candidates. Completed sets of nominations must be in the hands of the Chairperson of the Division 14 Fellowship Committee by April 1, 1978.

Cattell Research Proposal Competition

To stimulate excellence in research, Division 14 sponsors the annual **James McKeen Cattell Award** for the outstanding research proposal submitted in competition. The competition is administered by the Divisional Scientific Affairs Committee. The award is given for a research design rather than a completed project to encourage psychologists to make creative and rigorous approaches to organizational problems. Completed projects will not be considered but pilot work may have been accomplished. A \$500 award is made to the winner of the competition, and the Scientific Affairs Committee will aid the winner to find an appropriate site and/or funding. For the criteria used in judging entries write to **Professor Thomas J. Bouchard, Jr.**, Psychology Dept., Elliott Hall, University of Minnesota, Minneapolis, Minn. 55455. Proposals must be submitted **no later than April 1, 1978** to the Secretary-Treasurer of the Division, **Dr. Mary Tenopir**, American Telephone and Telegraph Company, Room 6126G2, 295 North Maple Ave, Basking Ridge, New Jersey 07920. Submissions should be no longer than 20 pages plus references. You need not be a member of Division 14 to enter the competition.

COMMITTEE NOMINATIONS

by Jerry Niven

At the recent Division 14 Incoming Executive Committee Meeting, it was determined that the committee candidate pool is in need of updating. The current Committee on Committees (**Jim Herring, Chuck Hulin, Adela Oliver, Bill Owens** and **Jerry Niven**, Chairperson) was directed to again survey Division 14 membership concerning its interest in committee memberships. A questionnaire will be distributed this fall to provide the opportunity for interested members to nominate themselves as potential Division 14 committee members.

If you have an interest in committee membership, you are encouraged to complete and return the questionnaire as this response will then constitute the current candidate pool which will be reviewed by the Committee on Committees. This pool will also be used over the next several years as the primary source for committee nominees.

Accident Reports

by the Wednesday Night Social Club

Safety engineering is a field most I/O psychologists have had a course in but little opportunity to practice (with the possible exception of conventions). Therefore, in keeping with the continuing education policies of Division 14, the WNSC (E & T "wing" of TIP) offers the following test.

While working on a school construction site, a 55 year old mason finished laying his daily quota of bricks about a half hour before quitting time. Having recently completed a safety engineering course, he knew that he should not leave the stack of unused bricks on the scaffold forty feet in the air. Unfortunately, his mason's apprentice left early for a dental appointment (a modified flex-time approach called "ducking out"). Since he was alone on the south wall, he decided to remove the safety hazard himself. Not wanting to throw the bricks down from the scaffold which would break most of them (a penalty in the scrap/piece rate program ratified in the union contract shortly after a brick was similarly broken while falling through the company president's window), and not wanting to carry the bricks down the ladder a few at a time, our hero "rigged up" a pulley on the scaffold, threaded a rope through it, tied one end to a wooden barrel, tied the other end to the base of the scaffold frame, filled the barrel with the bricks, untied the other end of the rope, and proceeded to lower the bricks safely to the ground. One problem: the barrel full of bricks weighed more than he did at the time (the reason for his rapid weight change will be apparent shortly). Tenaciously (stupidly) our man on the south wall hung on to the rope. Half way up, he met the barrel coming down, suffering a broken collar bone and a bruised ego. He still hung on. Upon arriving at his unscheduled destination (some people will do anything to get to the top quickly), he mangled his fingers in the pulley. Since he had watched the Ali-Shaver fight the night before, he knew that a true champion always hangs in there. With four good fingers left, he clung to the rope as if his championship and life depended on it (the first correct decision he'd made that day). Second major problem (aren't you relieved to be told that a broken collar bone and six maimed fingers are not a major problem?): the barrel arrived at its scheduled destination with such force that the bottom broke and the bricks spilled out. On his return trip, he met the barrel coming up which lacerated his ankles rather smartly. Finally reaching good old terra firma and breaking his coccyx on the pile of bricks (as an APA divisional newsletter, we couldn't say "ass" even though, you must agree, it fits the level of this story better than "coccyx"), our \$10.35 per hour mason decided that his purse in this bout was not commensurate with Ali's (or even Shaver's). He threw in the rope, so to speak. The quickly descending barrel landed approximately on the center of his head, giving him a concussion, and rendering him unconscious KOed in the fifth.

Questions: How many accident reports does the safety officer have to fill out? How could engineering psychology prevented this problem? Answers on page 62 — no cheating.

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Statistics of prima facie case examined in Hazelwood School District v. United States

by James C. Sharf*

Hazelwood School District was challenged by the Justice Department to defend its hiring practices after March 24, 1972, the date when the scope of Title VII was broadened to include public employers. The government contended that 15.4% of the teachers in adjoining St. Louis City and county were black. Hazelwood had only 1.4% blacks in 1972-73 and 1.8% in 1973-74. The government contended that comparative employer/workforce figures were conclusive in establishing a prima facie case.

District Court

The district court was unwilling to conclude that a prima facie case had been established on several grounds: 1) It found the 15.4% Census figure for the St. Louis area misleading since the St. Louis City School District attempted to maintain a 50% black teaching staff; 2) the court mistakenly held that the small number of black teachers was unconvincing because of a similarly small number of black students; and 3) 55 instances of blacks applying to Hazelwood had been established by the FBI (investigating for the Justice Dept.), but the court held that the government had failed to prove its case of intentional discrimination for these individuals.

Court of Appeals

The decision by the district court was reversed by the court of appeals which: 1) suggested that inadequate weight had been given to evidence of discrimination prior to the effective date of Title VII (Hazelwood hired its first black in 1969); 2) noted correctly that the level of black student enrollment was irrelevant and the proper comparison was between the proportion of blacks in the employer's workforce and the proportion of blacks in the labor market; and 3) examined the same workforce 1.4% & 1.8% and labor market 15.4% figures and concluded a prima facie case had been established. In addition it was noted that the trial court had erred in failing to examine the 55 black applicants' efforts against the four-part standard for a prima facie case articulated by the Supreme Court in *McDonnell Douglas Corp. v. Green*.

(Under *Green*, the Supreme Court said a prima facie case of illegal employment discrimination is established when: "1) . . . (an individual) belongs to a racial minority; 2) that he applied and was qualified for a job for which the employer was seeking applicants; 3) that, despite his qualifications, he was rejected; and 4) that, after his rejection, the position remained open and the employer continued to seek applicants from persons of complainant's qualifications.")

Using the *Green* standard for a prima facie case, the court of appeals found 16 cases of individual discrimination which "buttressed" the statistical proof based on employer/workforce comparisons.

Supreme Court

Writing for the Court, Justice Stewart: 1) noted the court of appeals was correct in comparing the racial composition of Hazelwood's teaching staff with the racial composition of the *qualified* public school teacher population in the relevant labor market; 2) held that the court of appeals totally disregarded the possibility that the prima facie statistical proof might have been rebutted at

*Ed. Note: The views expressed are those of the author.

the trial court level by statistics dealing with Hazelwood's hiring after it became subject to Title VII.

The Court referred to its recent *Teamsters* opinion that . . . "(o)nce a prima facie case has been established by statistical workforce disparities, the employer must be given an opportunity to show 'that the claimed discriminatory pattern is a product of pre-Act hiring rather than unlawful post-Act discrimination'."

It was further noted in footnote #13: "In *Teamsters*, the comparison between the percentage of Negroes on the employer's workforce and the percentage in the general areawide population was highly probative, because the job skill there involved — the ability to drive a truck — is one that many persons possess or can fairly readily acquire. When special qualifications are required to fill particular jobs, comparisons to the general population (rather than to the smaller group of individuals who possess the necessary qualifications) may have little probative value."

In remanding the case back to the district court, the Court noted that only the trial court is in a position to determine the relevant labor market and the usefulness of statistics. Justice Stewart noted Hazelwood's contention that inclusion of the City of St. Louis distorts the labor market statistics (because of their 50% black policy) and that with the city eliminated, the %age of blacks in the labor market would be only 5.7% rather than 15.4%.

Finally the Court noted that no consideration had been given to the possibility that post-Act data as to the number of blacks hired compared to the total number of black applicants might lead to a different conclusion. The Court concluded that "... determination of the appropriate comparative figures in this case will depend upon further evaluation by the trial court."

Survey of Graduate Education In Industrial Organizational Psychology

by George C. Thornton, III

The original purpose of this survey* was twofold: (1) to document the types of graduate education being provided in the fields of industrial/organizational (I/O) psychology in departments of psychology and the fields of organizational behavior (OB) in business schools, and (2) to prepare a directory of educational programs in these areas. It was hoped that these programs could be classified or at least described in terms of four models of education in I/O psychology defined by previous Education and Training Committees (1971, 1973) of Division 14. These objectives were only partially met. The survey questionnaire and the models of education were not entirely appropriate for business schools; the response rate from business schools was low; and graduate education programs defied classification into the models. The major achievements of the survey efforts were (1) this report summarizing the I/O psychology programs, and (2) "Survey of Graduate Programs in Organizational Behavior and Industrial/Organizational Psychology," a 1976 directory of 36 I/O programs and 14 organizational behavior programs (available from the Division 14 Secretary). These products provide an answer to the observed need for better information on I/O programs (Courtney, APA convention 1973) and a basis for understanding the responses of respondents of Mayfield's (TIP 1976 & 1977) surveys of recent graduates and employers.

The following tables summarize the highpoints.

* The complete report of this survey is available from the author at the Department of Psychology, Colorado State University, Fort Collins, Colorado 80521.

Table 1
Number and Percent of Programs Offering Five Specialties in
Industrial Organizational Psychology

Subspecialty	Masters Only (N = 11)		Doctoral (N = 23)	
	N	%*	N	%*
Personnel	7	64	20	87
Human Factors	3	27	8	35
Organizational/Social	7	64	22	96
Clinical-Industrial	1	9	10	43
Consumer & Marketing	1	9	5	22

*Total exceeds 100% since the departments offer more than one specialty.

Table 2
Schools Self-Classified into the "Most Representative"
Model of Education in I/O Psychology

Level of Degree Offered	I Research Scientist in General I/O Psychology	II Research Scientist with Specialty in I/O Area	III Research Scientist with Specialty in Organizational Behavior	IV The Professional Practitioner
	(N = 13)	(N = 9)	(N = 3)	
Masters & Doctoral Degrees	Akron Bowling Green Case Western Reserve Colorado State Iowa State Memphis State Minnesota Nebraska New York University Ohio University Ohio State Pennsylvania State Wayne State	Carnegie Mellon Houston Illinois Illinois Institute of Technology Louisiana State Maryland Michigan State Purdue Tennessee	University of Michigan University of South Florida Florida Washington University	
Only	(N = 2)	(N = 4)	(N = 1)	(N = 3)
	Middle Tennessee State North Texas State	California State University-San Diego California State University-San Jose Columbia San Francisco State*	San Francisco State*	California State Long California State Northridge Farleigh Dickinson

*Double classification

THE MULTI-LEVEL MANAGEMENT SURVEYS (MLMS)

- are matching instruments which measure a manager's self-perceptions for comparison with those of co-workers (superiors, subordinates, etc.)
- yield 15 measures of managerial practices and four of work group motivation and morale
- are based on a new, operationally relevant conceptual model of managerial leadership
- relate well to most concepts covered in development programs (MD and OD). Thus, they help identify needs, give meaningful feedback, and assess effectiveness.

THEORETICALLY ADVANCED:

MLMS scales are based on an operationally-oriented notion of work as a point of interface between manager and subordinate: Work is **not** one continuous, relatively uninterrupted effort. It is a series of discrete tasks. This gives rise to a new model of managerial behavior—the **managerial task cycle**—a **sequence** of behaviors including: goal-setting, planning and problem-solving, facilitating work, generating feedback, making control adjustments, and reinforcing task performance. These behaviors are iterated in varying patterns with each task and with each subordinate.

Iteration of task cycle behaviors carries two important implications:

1. It provides reliability through repeated observation
2. It is the analog of a learning trial; hence, it enables a strong tie to learning theory

PSYCHOMETRICALLY SOUND:

MLMS scales have been developed from item-level and second-order factor analyses on several large samples (Ns over 500). They have been evaluated against seven criteria to make them among the few, if not the only, measures in the field to meet and exceed the standards of the Ohio and USC studies of the 1950's.

OPERATIONALLY RELEVANT:

MLMS scales have been used in major companies up to three years: as integral parts of programs to identify needs and measure effectiveness; as counseling instruments; as foci for structuring and facilitating team-building sessions.

In all instances their use has spread by word-of-mouth from one organizational unit to another. They have either started or been fleet up to Top Management levels (Division V.P. or equivalent). Programs directed by internal or external consultants or the author.

Author and Publisher

Clark L. Wilson
Fellow, Division 14, APA

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THE MULTI-LEVEL MANAGEMENT SURVEYS (MLMS)

MEASURE:

Direction of Work

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2. Upward communications and participation
3. Orderly work planning
4. Expertise
5. Work facilitation
6. Feedback

Control

7. Time emphasis
8. Control of details
9. Goal pressure
10. Permissiveness (Delegation)

Interpersonal Relations

11. Fair and enlarging work allocation
12. Approachability
13. Teambuilding
14. Theory Y-Job Enrichment
15. Recognizing and reinforcing task performance

Group Motivation and Morale

1. Work involvement
2. Co-worker competence
3. Team atmosphere
4. Commitment

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Author and Publisher

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Internships in Industry: An Alternative Strategy

by Raymond M. Mendel and Larry M. Hanser

It seems clear, as Gene Mayfield's Recent survey reveals, that the non-academic consumers of our product regard as essential the integration of increased "real world" experiences into our I/O training programs. Frank Landy's recent TIP description of Penn State's approach to meeting this challenge was therefore both timely and provocative. We too, at Western Kentucky University, recently established an ongoing internship program for our students. Since our approach is quite different from Penn State's, we will describe how it has been implemented in the hope that it, together with Landy's contribution, might further catalyze the development of internship experiences in more of our I/O training programs. Moreover, since getting one's "foot in the door" is frequently more of an obstacle than working out the mechanics of the internship experience, we will also describe how our internship originated.

Our internship arrangement is with the personnel department of a major mid-western city government. It is our impression that presently state and local governments offer fertile ground for the establishment of intership programs. This perception is based on three considerations. Most importantly, the personnel departments within these organizations are typically severely understaffed in the professional — technical areas. As an illustration of this, the city with which we are working employs over 9000 workers in some 586 different job classes. Yet, the R & D contingent of the city's personnel department is currently staffed by one master's level I/O psychologist and two secretaries! A second consideration is that state and local governments are typically obligated to follow merit system principles in their selection, placement, and promotion procedures. The federal government has put additional teeth into this requirement by making the availability of many federally funded programs contingent upon the existence of or movement toward legitimate merit-based personnel policies. Finally, the federal government has in recent years, made funds available to state and local governments specifically to conduct the research necessary to improve their personnel procedures. In this regard, the Intergovernmental Personnel Act has been a reasonably good funding source. In sum, state and local governments have the need, and frequently at no direct cost to them, the funds to support research of the type I/O students might conduct. Now, as to how we got our program initiated . . .

We wedged our foot in the door while riding the coattails of one of our graduates. During the course of a visit by the city director of personnel to our department to interview one of our I/O students, we approached him with the idea of providing him with some "inexpensive but professional" assistance in the personnel psychology area. His immediate response was most favorable and he suggested we put our ideas down on paper in the form of a formal proposal. This we did. One month later we had a contract and a check to support the program for one year. We have recently received funding for the second year and believe we are well on our way to institutionalization of the internship program.

Since we offer a terminal master's degree, our students are placed on the internship at the end of the program after they have completed all degree requirements except for their master's thesis.

Once students commence the internship they become full-time (paid) em-

ployees of the city for a minimum of four months and a maximum period of nine months. It was intended that the typical intern would spend six months with the city. The rationale behind this flexible scheduling was to allow each intern to follow a "major project" through to completion.

Upon entry, each intern is presented with a list of potential projects previously assembled by the Personnel Department in concert with our I/O faculty. Each intern selects one project as a primary focus. Five purposes are served by this "project" arrangement: (1) Relegation of the interns to the role of assuming trivial or unwanted tasks is avoided; (2) The interns acquire a sense of accountability regarding the successful completion of the project; (3) The interns and the city receive a tangible product; (4) The interns can claim credit for the product, present it as "real world" experience, and no doubt thereby increase their marketability; (5) The city is able to point to the product as clear evidence of a return on their investment in the internship program.

In addition to the major project, which typically occupies forty to seventy percent of the intern's time, a variety of other experiences are made available to the intern. These "unscheduled" tasks are frequently mundane, and may not represent optimal use of the intern's skills, or provide an optimal educational experience. They may however, fairly represent the demands that will be made on the intern in a subsequent regular full-time position.

We might add that it has frequently been through the involvement in these "mundane" activities that interns have gleaned experience which we believe provided the stimulus for the definition of "major project" for future interns. We also believe this involvement in the definition of worthwhile projects has become a valuable aspect of the intern's experience, and clearly is an integral part of the I/O psychologist's role in industry.

While our internship program is still in its embryonic stage, we feel that it has already significantly enhanced our program. Entering students immediately take both themselves and the program more seriously as they begin to think about the specific role they will be occupying in 18 to 24 months. When the interns return to campus their interactions with the less advanced students seem to assist the latter in recognizing the relationship between the material they confront in class and its application to the industrial milieu. The payoff to the interns is clear already, as we watch them grow in confidence and observe the more favorable response of potential employers to their job seeking activities. One final payoff which we believe is often overlooked is the extent to which supervising the interns has forced the I/O faculty out of our academic womb and allowed us to practice a bit more what we preach!

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it with someone.

THAT'S PUBLIC RELATIONS

NASSP's Assessment Center — from Concept to Practice

Paul W. Hersey

EDITOR'S NOTE: The articles in this special supplement concern the Technical Assistance Program conducted by the Division 14 Public Policy and Social Issues Committee. They originally appeared in the September, 1977 issue of *NASSP Bulletin*, published by the National Association of Secondary School Principals. The *Bulletin* is a leading educational journal and is received by virtually every school district in the United States and many in Canada. The articles are reproduced with the permission of NASSP.

The development of an educational assessment center for NASSP became a reality in the summer of 1975. A formal offer of technical assistance coupled with a plan that described the potential for cooperatively developing a new approach for identifying administrative leaders was brought to NASSP's attention by the Public Policy and Social Issues Committee of the American Psychological Association's Division of Industrial and Organizational Psychology.

Through the years NASSP has been called upon often to suggest fair and effective methods for selecting assistant principals and principals. Year after year, publications and workshops developed by and with members of the Association have described skills and characteristics essential for successful administrators. The assessment center project has given NASSP an opportunity to demonstrate another approach to selecting potentially successful administrators that may set a standard for others to emulate.

After we completed the necessary preliminary research relating to the assessment center concept, including the collection of information from school systems throughout the country relating to job requirements and skills needed for the principalship and assistant principalship and an extensive review of assessment center approaches used in education and private industry, the design phase of the cooperative project was initiated. The APA Division 14 Committee assigned several key personnel to work with NASSP in the developmental and operational phases of the program.

Joseph L. Moses, 1974-76 chairman of the APA Public Policy and Social Issues Committee and employed professionally at A.T.&T. in New York City, was extremely helpful in describing the design concepts to NASSP personnel and to administrators from school districts being considered for participation in a pilot project. He is a nationally known expert in assessment center applications and has published extensively on the subject. His general comments about assessment centers and the work of APA are included here.

The current chairman of the APA Division 14 Committee working with NASSP, Thomas A. Jeswald, was assigned as the lead technical adviser, and his knowledge of the various assessment center developmental and operational requirements has been invaluable. Working professionally with R. R. Donnelly & Sons in Chicago, Jeswald has brought not only a broad background of practical experience to this cooperative project but also a commitment to excellence that sets a high standard for all involved in assessment work.

Late in 1975, the Prince William County and Charlottesville school districts, both in Virginia, were selected to be in the pilot project. Every effort was made to build these educational assessment centers from the proper philosophical base, and many hours were spent in each district with key administrative personnel to identify specific skills and characteristics persons need to be successful principals and assistant principals. After the design of the assessment process was complete (an approach described later by Jeswald), NASSP established a four-day assessor training workshop at its national headquarters in Reston, Va., for designated administrators from each pilot district. For the assessor training program assessment handbooks, videotapes, and lab materials were produced. Upon completion of this phase of training, assessors were prepared to return to their respective school districts to initiate assessment centers.

During the operational phase of the project, psychologists from APA assisted NASSP in monitoring the activities of the centers to guide new assessors in becoming better acquainted with the physical requirements of the assessment facility and to protect the integrity of this psychometric process. We have been delighted to observe several ancillary benefits coming from assessment training. The improvement of interviewing skills and techniques has been high on the list of benefits derived from the project by assessors. Greater concern for defining the appropriate roles and responsibilities for principals, assistant principals, and other administrators has also become an important educational spin-off from this work.

The first two years of the assessment center project have provided us a unique opportunity to work closely with professionals in the American Psychological Association. Although a majority of these psychologists have functioned in an industrial setting while fulfilling their lifelong vocational commitments, each has displayed a sensitivity to the unique needs and concerns of the educational assessment process. Members of the APA Public and Social Issues Committee have continually kept the major purposes of the project clearly in focus: to assist in establishing an assessor training program and to assist in the development of several successful assessment demonstration models. They are further committed to phasing out their active participation in the demonstration project during 1977-78. These carefully directed attitudes and their enthusiastic support have contributed much to the rapid progress made in the pilot projects. We continue to see great professional value and potential in the assessment center process, and other administrators involved in this pioneer project seem to share our enthusiasm.

NASSP's future role will be primarily to train assessors and provide appropriate assessment center materials to interested school districts. To assure the proper use of assessment center techniques, materials will be restricted to those who have participated in the training sessions.

For further information relating to the assessment center approach of the specific pilot projects described here, contact the NASSP Office of Professional Assistance.

Developing an Assessment Center Program for School Administrators

Joseph L. Moses

Joseph L. Moses is manager, Personnel Research, American Telephone and Telegraph Company, New York.

The assessment center in recent years has become one of the most significant techniques for identifying and measuring managerial and administrative potential. Widely used by business, industry, and many governmental agencies here and abroad, assessment centers measure skills needed for success in a variety of supervisory, managerial, and administrative areas (Moses and Byham, 1977).

Originated for use in industry by A.T. & T., the method has proved to be quite effective and well researched. More than a quarter of a million men and women have participated in assessment centers worldwide, and the number of assessment applications is multiplying rapidly. Over 50 research studies have demonstrated the technique's effectiveness in a variety of environments including schools, colleges, and universities, as well as the business world (Huck, 1973; Howard, 1974; Cohen, Moses, and Byham, 1974).

In a typical assessment center, 12 individuals are evaluated by a staff of four to six highly trained assessors. The participants, or assesseees, are candidates for one of a number of personnel actions — selection, promotion, placement, or development. Most centers are designated to identify individuals for advancement into or within management. The assesseees participate in a number of activities designed to simulate behaviors typically found in a management or administrative job. Measurement techniques include group exercises, business games, simulated problem-solving interviews, and such traditional methods as interviews and tests.

The key to the assessment center process, however, is the use of simulations tapping a wide variety of behaviors. Each participant is observed as he goes through the assessment exercises, reports are prepared by the assessors, and each individual's performance is evaluated on a number of key dimensions (ranging from 8 to 25) viewed as important for success. Commonly used managerial and administrative dimensions include such skills as: leadership, decision making, oral and written ability, problem solving, and organizing ability. Reports summarizing performance are provided to both the participant and the sponsoring organization.

Assessment center judgments reflect a composite view of an individual's strengths and weaknesses. They are made as a result of independent observation and discussion by the assessment center staff. Each assessor, usually a highly competent administrator from the sponsoring organization, receives considerable training (a minimum of three days is seen as essential for most programs) prior to participating in the program.

Considerable care and effort go into the decision-making process used by the assessment center. Professionally designed and developed centers are viewed by management and participants as a fair and objective method for identifying potential. A set of ethical and professional standards for assessment center administrators has been developed.

While school administrators are familiar with a variety of selection practices, and in fact have made a number of efforts to utilize the assessment center technique, the establishment of the NASSP assessment center was unique in many respects. It represented a significant effort and involvement on the part of industrial and organizational psychologists to make available, on a voluntary basis, professional skills not usually available to nonprofit public service agencies.

The Technical Assistance Program

Early in 1974, a pilot project known as the Technical Assistance Program was developed by the American Psychological Association's Division of Industrial and Organizational Psychology. This project grew out of an awareness that the psychology profession had considerable knowledge and expertise that might be valuable in settings where the services of industrial-organizational psychologists are not commonly found. By offering professional services to an agency in the public sector, psychologists could apply this knowledge and could, perhaps indirectly, assist in developing the agency's public services.

Many psychologists participated in this program. The APA's Public Policy and Social Issues Committee served as a focal point to mobilize professional resources. Objectives for the project were set and a series of criteria for selecting a "host" agency were identified. A nationally based organization was wanted — one that has considerable influence in a major public area, one that afforded participants the opportunity to interact with the key administrators of the agency. Other factors in selecting an agency included the ability to generalize efforts to other systems and the likelihood of replication and continuity of project efforts.

The assessment center method was not the only resource activity offered. In the original negotiations, a proposal describing a number of activities was prepared, including the committee's professional involvement. Considerable effort was expended in disseminating the proposal to numerous and varied educational organizations. Committee members spent many hours meeting with representatives from these groups. The committee was prepared to encounter lack of enthusiasm for the proposal, and they were both surprised and gratified to learn of the many organizations anxious to participate. After considerable deliberation, the National Association of Secondary School Principals was selected as the recipient agency. NASSP met all of the criteria and appeared to offer the climate and resources of a dedicated public service agency, impacting on virtually every community in America.

An assessment center was tailor-made to meet NASSP's objectives and is described in Dr. Jeswald's article. A unique training program was developed, a detailed assessor's handbook was prepared, and the administrators in two pilot school districts were trained to use this process.

This project took many hours over a two-year time period. All of the professional services provided were volunteered by committee members and their respective organizations. The project has proved to be most worthwhile; it afforded psychologists an opportunity to work in a unique environment and to demonstrate that industrial-organizational psychology has much to offer to individuals and organizations functioning outside their day-to-day activities.

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A New Approach To Identifying Administrative Talent

Thomas A. Jeswald

Thomas A. Jeswald is section manager, Selection and Placement, R. R. Donnelly & Sons Co., Chicago.

The assessment center technique is most useful and effective in predicting job performance when applied to "threshold jobs" — jobs that differ substantially in skill and ability requirements from the positions in which candidates for these new openings typically are found. For example, assessment centers are used to select supervisors from among skilled production workers, and engineering managers from among design engineers. In education the technique can be used when teachers are considered for administrator openings. The candidates are seldom observed or evaluated with respect to their administrative performance. Placement decisions typically are made with little more than an educated guess about potential administrative abilities. The assessment center technique offers a means to supply more relevant information on which to base these decisions.

Other indications of the applicability of assessment center techniques to school district use follow:

1. There is a need for a fair and objective procedure for identifying persons with administrative potential, and the procedure must have a high degree of acceptability among candidates.
2. In many school districts, the current administrative team shares the task of interviewing. These individuals could be trained to serve as assessors without abrogating their normal roles.
3. School district commitment to inservice professional training would facilitate the use of assessment information to aid individual development.
4. Through NASSP, there could be established a mechanism for providing guidance to districts in applying the technique.

Designing a Pilot Assessment Center

The strategy that guided the design of the initial NASSP pilot assessment center had several major aspects. First, the center had to be broadly applicable to administrative positions in both elementary and secondary public schools. The assessment center was to be offered to entire school districts for use.

The assessment center was to be a flexible technique that could be applied either for the purpose of *selecting* new staff members or *developing* the abilities of present administrators. The plan was to pilot test both types of applications.

Another key aspect in the development was that the project was to be a demonstration rather than a research effort. It was intended that the project would move quickly to establish a model for use on a broad scale.

The job study began with an examination of school administrator tasks and

responsibilities. For this step, the resources of the NASSP national office were most valuable. Job descriptions and performance appraisal instruments for administrative positions prepared in school districts throughout the country were made available for study. Lengthy interviews were arranged between the project directors and administrators in the two districts participating in developing the assessment center pilot project. There was continuous communication with NASSP staff members who are themselves experienced school administrators.

During the job study the focus of the work narrowed somewhat to concentrate on the first level of administration — the assistant principal and principal positions. One of the participating districts, Prince William County, Va., had set the objective of selecting new assistant principals. The other district, Charlottesville, Va., wanted to assess present administrators, most of whom were at the principal and assistant principal levels. Thus, it seemed feasible to establish one assessor training session that could meet the needs of the two pilot districts and have broad applicability in other districts as well.

The dimensions of behavior to be assessed were inferred from the job study. This was a crucial step that involved categorizing and interpreting a large number of facts and opinions about a job. Also at this point, certain skills and abilities that could be more efficiently measured outside of the assessment center were excluded. The final behavior dimensions follow:

1. *Problem Analysis.* Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
1. *Judgment.* Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.
3. *Organizational Ability.* Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.
4. *Decisiveness.* Ability to recognize when a decision is required and to act quickly. (Without an assessment of the *quality* of the decision.)
5. *Leadership.* Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.
6. *Sensitivity.* Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. *Range of Interests.* Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.
8. *Personal Motivation.* Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.
9. *Educational Values.* Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.
10. *Stress Tolerance.* Ability to perform under pressure and opposition; ability to think on one's feet.
11. *Oral Communication Skill.* Ability to make a clear oral presentation of ideas and facts.
12. *Written Communication Skill.* Ability to express ideas clearly in writing; to write appropriately for different audiences — students, teachers, parents, other administrators.

To assess these behavior dimensions in the pilot assessment center, five exercises were chosen — four simulations and a semi-structured personal interview. The series in operation requires 10 hours of participant activity, six hours of which are observed by assessors. Two of the simulations are “in-basket” exercises. These require the participant to play the role of a newly appointed administrator in a fictitious school. Background information is made available to the participant and a package of mail, reports, etc., presented for handling. Thus, the person’s administrative style can be observed and evaluated according to several of the specific behavior dimensions.

Another simulation involves the analysis and group discussion of a case study. The case concerns the problems faced by a fictitious school and the community in which it is located. Finally, there is a fact-finding and decision-making simulation. In this exercise the participant is given a small amount of information about an incident or problem situation. The task is to ask questions of a resource person in order to develop a full understanding of the situation and recommend a solution.

After the assessors observe the participant’s behavior in the exercise, record their observations, and discuss them as a team, an assessment report is produced concerning each participant. This report describes the strengths and weaknesses of the person with respect to the 12 behavior dimensions.

Use of Assessment Reports

Decisions about the use of assessment reports must be made in light of a particular organization’s personnel practices. For example, the following guidelines were adopted by one of the pilot school districts:

- The assessment report is reviewed with the participant within one week after the assessment.
- The report becomes a part of the participant’s personnel file for two years. After that period, it is considered obsolete and is destroyed.
- As administrative openings occur, assessment reports will be part of the information considered. However, participation in an assessment center does not guarantee a person’s selection. Likewise, persons who do not participate are not automatically excluded from consideration.
- Although the assessment center is designed to bring out administrative strengths and areas where improvement is needed, there are no “pass-fail” standards that apply to all openings in the district. For some positions, strength in certain areas could compensate for weakness in others.

Conclusion

The assessment center is a complex psychometric tool for predicting administrative performance. In order to be a reliable and valid predictor the center must be staffed with competent assessors and administered in a standardized fashion. Because the NASSP assessment center procedures differ greatly from procedures currently used in many school districts for selecting and assisting school administrators, considerable attention must be given to the way in which the approach is introduced to personnel in a district. Used properly, the assessment center technique can be quite effective in helping to identify administrative talent for public schools.

An Assessor’s View

David D. Myers

David D. Myers is principal of Gar-Field Senior High School, Woodbridge, Va.

As one of six administrators selected to take part in a four-day assessor training program, I approached the first day of training with feelings of apprehension and doubt as to the value of a formal, structured assessment of individuals interested in administration. I had been a building administrator for years, and I wondered if any combination of assessment tools and procedures could prove as valuable as that “gut feeling” that I relied upon in hiring assistant principals.

I learned a great deal in that workshop, and my appreciation of the process has grown with each added experience as an assessor. The definitive structure of the assessment center, coupled with the opportunity to share observations and impressions with five other practicing administrators, have proved invaluable.

The four simulation exercises used during the normal four-day assessment were designed jointly by the NASSP staff and representatives of the American Psychological Association. The participant’s roles in the simulations are extremely demanding and give the individual a true “taste” of the day-to-day involvement of an administrator. The exercises are designed to measure 12 definitive skills that indicate the administrative potential of the participants. These 12 skills range from problem analysis, to stress tolerance, to oral communication skills. The participants are involved with six assessors over a three-day period of time, and each assessor observes and evaluates each participant at some time during the three days.

The assessment process is, in fact, a very structured and definite decision-making vehicle that replaces that “gut feeling” referred to above. The exercises dictate that each assessor must observe and not just see, listen and not just hear. The assessors are charged with reaching a consensus for each assessee in each of the 12 skills. This requires voluminous note taking and various specific written reports. The fact that each assessor observes and/or evaluates each assessee in one or more of the exercises is crucial to the final analysis of each participant’s potential.

After gathering the observations and evaluations of other assessors, one assessor is charged with the preparation of the final report. The final report on each assessee includes the assessor’s recommendations, a summary of the participant’s strengths and weaknesses, and self-developmental suggestions that the assessor will relay to the participant in the follow-up conference.

Mirror, Mirror, on the Wall . . .

Involvement as an assessor has promoted a deeper introspection and evaluation of my own administrative skills than has any graduate course or inservice experience of my career. I am constantly reminded in judging another’s particular skills of my own need to improve in each of these areas. I have found that involvement with each group of 12 potential administrators renews my own desire to grow and to improve my administrative style. My experience as an assessor has dictated to me that “my way” must have a rationale that is defensible.

I also find that I approach each interview — from custodian, to teacher, to assistant principal — with a definitive plan in mind. I consider the skills necessary in each job description and how the interview process might uncover the individual’s potential in each skill. This examination invariably introduces a number of possible “better ways” to accomplish the objectives of the tasks the position requires. In summary, my experience with the NASSP assessment center has provided me with the necessary skills to make more intelligent judgments

in hiring staff. The experience has further benefited me as a building administrator in that I am constantly judging my own behavior and performance with specific criteria. The potential that this process presents for selection of new administrators, as well as for in-depth introspection for practicing administrators, is immeasurable.

Reactions of an Assessee

Mary Weybright

Mary Weybright is a guidance specialist for the Prince William County (Va.) School District and a guidance counselor at Fred Lynn Middle School, Woodbridge, VA.

As a participant in the NASSP assessment center for potential assistant principals I found the experience to be both challenging and informative. I feel that I gained insights into the pressures and demands of school administrative positions. The activities provided an opportunity to experience personal reactions toward dealing with administrative demands and pressures. The exercises seemed relevant to "real school" situations as I have experienced them and as I observe administrators in their work.

At the assessment center efforts were made to encourage naturalness and to ease the pressure. The element of competitiveness among the participants was certainly de-emphasized. The assessors were friendly and cheerful, although reserved. The program format was well organized and the structure was easily followed. Adequate time was provided to move from one activity to the next. A rapport developed among the assesseees as they shared the experiences.

There are several areas of concern that I would like to express. I feel that it would have been helpful to have had some prior information concerning the format, types of activities, evaluation procedures, presence of observers, etc. The variables being evaluated were not known until the follow-up interview. This type of evaluation can yield a measurement of the present status of a participant. Can this be accurately labeled as readiness for assumption of an administrative position? What provision is there for measuring how a participant might benefit from opportunities to increase strengths? Is the issue one of aptitude for administration as measured by what has been achieved and experienced, or is it one of aptitude as measured by innate capacity for acquiring the desired level of strength? In summary, what is the predictive validity of this assessment experience?

This two-day experience was a demanding one. Many of the activities called for role-play behavior. The time provided for preparing for full immersion into the role was limited. The limited time provided an added constraint on decision making; it was like playing a ballgame without knowing all of the rules. There was no opposing team, but there were many officials keeping score of each game tactic and/or maneuver. It was exciting but fatiguing — emotionally and physically.

I feel that the assessment experience provides too little opportunity for self-evaluation in terms of the selected variables. Areas of strength and areas where improvement is needed were clearly identified. They were outlined and discussed openly in the follow-up interview.

In summary, I feel my participation in the NASSP assessment center was a valuable experience. I benefited by learning more about the administrative position of an assistant principal and about my reactions to the demands of the job. This experience provided the opportunity to make new acquaintances, to meet people that I had previously known only by name and position, and to learn more about persons that I had known for several years. The unanswered concerns are issues that I will deal with as I continue my experiences in education.

Postscript

The remarks contained in Dr. Weybright's article are typical of participant reactions to an assessment center. Feelings of novelty and challenge are common; paradoxically, feelings of frustration at time constraints and limited prior information are also common to the experience. Practically speaking, there is probably no way of preparing for participation in the center short of acquiring experience as an administrator.

Dr. Weybright's comments illustrate the value of a pilot testing period for a complex program such as an assessment center. Some procedural changes continue to be made in response to the concerns expressed by those involved in the pilot programs. Her comments regarding prior information about the purpose and format of the assessment center represent sound advice. In the past a telephone conversation about the center was followed by a formal verbal introduction prior to the initiation of assessment work. We have amplified this approach to include sending a written introduction to each assessee well in advance of formal center activities. A typical introduction follows.

Introduction to the Assessment Center

Identifying potential successful candidates for positions in school administration is one of the greatest challenges confronting any school district. The assessment center is a tool for generating additional evaluative information about school personnel who are interested in administrative careers. The purpose of the center is two-fold:

1. To provide each participant an evaluation of strengths and improvement needs with regard to administrative skills.
2. To provide the administration with an independent and objective assessment of each participant's readiness to assume administrative responsibilities to be used in connection with other information in making placement decisions.

The assessment center is an *event* rather than a place. At the center you and a group of your peers will be observed as you perform a series of exercises that simulate the tasks involved in school administration. In particular, you will be observed as you demonstrate abilities that have been identified as important to successful school administration. For example:

- The ability to plan and organize work.
- The ability to work with and lead others.
- The ability to analyze problems and make decisions.
- The ability to communicate orally and in writing.

In some of the simulation exercises you will work alone; in others you will work in groups. You will probably find the pace of the center to be quite challenging and demanding. As you perform the exercises, your work will be observed by a staff of administrators who have been specially trained to function as assessors. They will constantly exchange locations and roles so that in each exercise you will be observed by a different person.

There are a few key facts you should know about the use of the information acquired at the assessment center:

1. A report will be written by the staff concerning your strengths and improvement needs. This will be reviewed with you within a week after you complete the center experience. We feel that this feedback session will be very helpful to you.

2. The report will become a part of your personnel file. It is hoped that this experience will stimulate your own thinking about career goals and self-development. It is our feeling that a great deal of change can occur in a person's skill level over a two-year period. Therefore, center results will be retained for no more than two years in an individual's file.
3. Your participation does not guarantee your selection for an administrative position, *now or in the future*. Your involvement does, however, show your sincere interest in being considered for such a position. When a vacancy occurs, you and other candidates will be considered. Persons who do not participate in the center will *not* automatically be excluded or penalized when consideration of candidates to fill administrative vacancies occurs. It is our intent to use the best information available about each candidate to reach appropriate employment decisions.
4. You will *not* be eliminated from consideration for an administrative vacancy if you fail to meet certain standards. The assessment center is designed to bring out your administrative strengths and improvement needs; there are no standards which apply to all vacancies in this district. For some positions, it is likely that strengths in some abilities will compensate for weaknesses in others.

Participating in the assessment center will be an important and challenging experience for you. Both you and the staff will be devoting many hours to this activity, and we believe this will be time well spent for you personally and for the school district.

International Committee on Psychological Testing

by M. Derakhshani

The International Association of Applied Psychology has recently formed a committee devoted to the study of problems and issues in psychological testing. The objectives of this committee reflect the general aims of IAAP, and include the following:

1. Promoting the study of scientific and technical issues in psychological testing,
2. Encouraging research in measurement and evaluation, with special emphasis on cross-cultural and cross-national research,
3. Dissemination and exchange of related information including research findings as well as new technologies and strategies,
4. Establishing contacts with organizations and individuals concerned with practical aspects of psychological testing around the world,
5. Maintaining close cooperation with the International Test Commission.

A number of psychologists have already indicated their willingness to be actively involved in the work the International Committee on Psychological Testing is doing. It is hoped that many more professionals active in the field, or interested in this long-established area of applied psychology, would want to join this group and contribute their ideas and their enthusiasm to the advancement of the above goals.

You are cordially invited to communicate your desire to participate in this work, and your suggestions and recommendations on the activities of ITCP to:

Dr. Iraj Ayman, Chairman, ITCP, P.O. Box 741, Tehran, IRAN.

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