

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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

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REFERENCES

1. Morrison, A.M., McCall, M.W. Jr., & DeVries, D.L. *Feedback to Managers: A Comprehensive Review of Twenty-Four Instruments*. Center for Creative Leadership, 5000 Laurinda Dr., Greensboro, NC 27402 (Pertains to MLMS only).
2. Wilson, C. L. The Wilson Multi-Level Management Surveys: Refinement and Replication of the Scales. *JSAS Catalog of Selected Documents in Psychology*, APA, May 1978, Ms 1707.

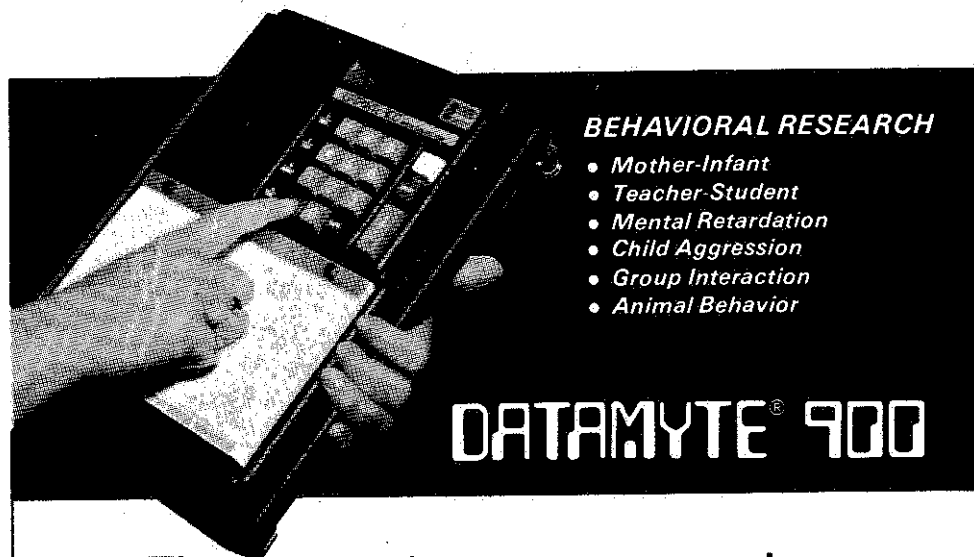
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A MESSAGE FROM YOUR PRESIDENT C. Paul Sparks

Greetings from the 34th President of Division 14. I look forward to a very active year for myself, our committees and our entire membership. Last year as your President-elect I had an opportunity to observe more closely than usual the many evidences of strength in our Division. Though I would like to discuss each in some detail, I will content myself with a simple listing of several which I believe to be highly significant — an increase from four to five representatives on APA Council; greater membership on APA Boards and Committees; 150 new members and five new fellows; over 50 percent voting for Division officers; over one hundred expressions of interest in serving on Division Committees; quality papers and innovative symposia submitted in great numbers to the Program Committee; and, as usual, attendance at the convention sessions which typically overflowed the meeting rooms.

These strengths will be sorely taxed as we approach the coming year. Division 14 is unique among APA Divisions in that it includes professionals operating in a variety of situations — academic, consulting, full-time employed in organizations, etc., or alternatively — theorizing, performing basic or applied research, applying knowledge or skill, teaching or training, etc. Somehow, our members have been able to behave responsibly to themselves and each other despite these potentially divisive differences. However, developments outside our Division would exacerbate the situation and make it more difficult to be mutually supporting or even to speak with one voice. TIP has covered many of these in considerable depth in previous issues and detail is not appropriate here. I would like to remind you that they include possible reorganization of APA in a way which would break up our Division; requirements for licensing or certification which would be inappropriate for our practitioners; requirements for training as a "psychologist" which would not fit our needs; requirements for continuing education which would put severe strain on our capabilities, and definitions of the practice of psychology which might fence us out of some of our current activities, advertently or inadvertently. Many of these developments are at APA level and we have so far been able to maintain a dialogue with the appropriate APA Board or Committee. Appropriate Division committees will continue working these problems as before. In addition, we have established an Ad Hoc Continuing Education Committee for this particular problem. However, many developments are also occurring at the state level. We are committed to strengthening our network of I-O members who will agree to be active in state associations.

Almost exactly five years after a draft of uniform guidelines on employee selection procedures was unveiled at the APA Convention in Montreal, a final document was published in the Federal Register. Our Division was active through all these years, with forceful written comments, oral presentations at public hearings, and small group discussions with various drafting committees of the Federal enforcement agencies. At one point this past year the Division was impelled to withdraw its tentative support because the document was so far from the Principles published in 1975. The new Guidelines do not mean an end to the Division's concerns in this area. Interpretations in the form of a series of Questions and Answers are projected by the enforcement agencies. Also, agencies will be developing training materials for their investigators and for their legal staffs. Our Ad Hoc Legal Issues Committee is being continued in order to react to our concerns in this area. In addition, the Executive Committee has instructed me to appoint editors and an advisory committee to revise the *Principles for the Validation and Use of Personnel Selection Procedures*. Revision is needed to reflect research by our members and to correct or

explicate further certain portions which have been used in testimony and court findings to develop case law which many of us think does not represent the standards of the profession.

New challenges, and an occasional crisis, will undoubtedly confront us during the forthcoming year. I am confident that we will be able to meet them and turn over an even stronger Division to your 35th President.

A Brief Account of an Important Historical Work in History of Industrial Psychology. Leonard W. Ferguson's *The Heritage of Industrial Psychology*, 16 Chapters, 1962-78.

by Cedric A. Larson

A project in the history of industrial psychology of some importance was launched in September, 1962, by Dr. Leonard W. Ferguson, who was then employed by the Life Insurance Agency Management Association of Hartford, Connecticut. As originally conceived by Dr. Ferguson, the project was to be an ambitious 12-volume work bearing the title: *The Heritage of Industrial Psychology*, according to a six-page brochure or prospectus issued in 1962.

According to Dr. Ferguson, the project originated in September 1950 during the 58th annual convention of the American Psychological Association at Pennsylvania State College, at an afternoon session and evening dinner in honor of Dr. Walter Van Dyke Bingham, who was nearing his 70th birthday. In response to some discussion, and a prevalent feeling, a number of younger industrial psychologists were asked to prepare a resume of the development of industrial psychology. This resulted in the Thurstone-edited Bingham commemorative volume, *Applications of Psychology* (Harper & Brothers, 1952). Dr. Ferguson was a member of the group.

As a result Dr. Ferguson became convinced that a much greater story existed in giving an account of the work of the first generation of industrial psychologists. With the blessing of Dr. Bingham, he dedicated himself to the task, and "embarked upon [research] labors which have extended over more than ten years" (1952-1962).

Chapters 1 - 14 appeared from 1962 to 1965, and were printed as booklets, each bound and stapled, with colored paper cover, by The Finlay Press of Hartford. Due to lack of funds, the project was halted here. Chapter 15 and Chapter 16 appeared in 1976 and 1978, respectively, published by JSAS of the A.P.A., as typed documents and in microfiche. The next page gives the table of contents, followed by a few brief remarks and where Ch. 1-14 may be ordered.

ANNOUNCEMENT

The Department of Psychology at VPI & SU is pleased to announce the Second Annual Symposium on Applied Behavioral Science to be held May 17th and 18th, 1979. Last year's very successful symposium featured John Flanagan, Bob Guion, Bob Miller, Mary Tenopir, Paul Thayer, and Vic Vroom. Speakers for next year will be announced in a future TIP. For further information, write Dr. Joseph A. Sgro, Department of Psychology, VPI & SU, Blacksburg, Virginia 24061.

Contents of *The Heritage of Industrial Psychology, Vol. I* by Leonard W. Ferguson, Ph.D.

Chapter	Title	Pages	Yr. Pub.
I	Walter Dill Scott, First Industrial Psychologist	1 - 12	1962
II	Walter Van Kyke Binghamton, Dean of Industrial Psychologists	13 - 24	1963
III	Division of Applied Psychology: Carnegie Institute of Technology	25 - 36	1963
IV	Edward A. Woods: Scientific Salesmanship	37 - 52	1963
V	Bureau of Salesmanship Research: Walter Dill Scott, Director	53 - 68	1963
VI	First Students and Their Careers: Bureau of Salesmanship Research	69 - 88	1963
VII	Life Agency Officers: Winslow Russell, Chairman	89 - 100	1963
VIII	Psychology and the Army: Examining of Recruits	101 - 124	1963
IX	Psychology and the Army: Introduction of the Rating Scale	125 - 140	1963
X	Psychology and the Army: Classification of Personnel (1)	141 - 168	1963
XI	Psychology and the Army: Classification of Personnel (2)	169 - 208	1964
XII	Psychology and the Army: Classification of Personnel (3)	209 - 248	1964
XIII	Employment Management: (1) Origins and Development	249 - 272	1964
XIV	Employment Management: (2) Origins and Development	273 - 317	1965
XV	The Scott Company (Published as Journal Supplement Abstract Service - JSAS - Document MS 1397, by the A.P.A. MS 1397 is 73 pages paper \$6.00; microfiche \$2.00 Abstracted in JSAS <i>Catalog of Selected Documents in Psychology</i> , 1976, 6 (4), 128.)	318 - 389	1976
XVI	Walter Dill Scott, President of Northwestern University. (Published as JSAS Document MS 1706, by A.P.A. MS 1706 is 124 pages, paper \$12, microfiche \$4. Abstracted in J.S.A.S. <i>Catalog of Selected Documents in Psychology</i> , 1978, 8 (2), 52.)	390 - 512	1978

Chapters 1 through 14 were printed by The Finlay Press, Finlay Brothers Company, 390 Capitol Avenue, Hartford, Connecticut, 06115. Each chapter was bound separately, as a booklet, with a colored paper cover (grey, blue, white, tan, etc.) with an attractive design on front cover, giving title, etc. Each one is copyrighted. The chapters are extensively footnoted.

Chapters 1 through 14 may be purchased as a unit for \$10.00 from Dr. Leonard W. Ferguson (recently retired) and who now lives at 168 Commercial Street, Provincetown, Massachusetts 02657.

Chapters 15 and 16 may be ordered from JSAS, A.P.A., 1200 Seventeenth

Street, Washington, D.C. 20036, either in typed format or microfiche at the prices indicated (plus postage) as indicated on the previous page.

The footnoting in all these chapters is very extensive, reflecting painstaking research. Dr. Ferguson stated that ten years of research went into this project before the first Chapter appeared in 1962.

In-Basket TIPBITS by Mike Kavanagh

Double issue, crossword puzzle, a touch of history, the study of future explained, and a centerfold questionnaire — what more could **TIP** offer?

For some of you, this will be your first **TIP** since the May 1978 issue. Due to an illogical decision by the U.S. Postal Service, the August issue was never delivered. Some **TIPs** were mailed to Psychology Departments, and I distributed approximately 500 in Toronto. I had some trouble giving them to passer-bys on the street, so I put them in Division 14's hospitality room. Actually, having those 500 copies saved me from public ridicule, etc. However, I did not know at that time the P.O. had refused to deliver **TIP**.

I was so totally enchanted with Toronto, and left there in a gentle mood. My mood lasted through the Fall, so the November **TIP** was not published. Actually — since the postal decision had not been reversed, it was decided to skip the November issue to avoid printing charges for **TIP** that would stay in my office. Thus, this copy of **TIP** is our first double issue.

A few words in retrospect about the Toronto convention — over, past, gone. Seriously, it was a very enjoyable convention. Through the efforts of **Gini Boehm** and last year's program committee, convention goers were treated to an excellent balance of high quality presentations. The Workshops were also excellent, and the 14 in ice at the cocktail party was "cool". Thanks to **Ken Wexley** and his able crew for another well-done workshop.

The minutes of the business meeting appear elsewhere in this issue. Congratulations are in order to the following newly elected Executive Committee members: **Mary Tenopyr**, **Lew Albright**, **Ken Wexley**, **Paul Thayer**, **Dick Campbell**, and **Milt Blood**.

As most of you know, **Chuck Kiesler** has left the position of Executive Officer of APA. The search for a replacement is presently being held, and **TIP** has been asked to announce this opening to the membership of Division 14. The person must be a member of APA, and applications or nominations should be made by March 1, 1979 to: **M. Brewster Smith**, Chair, Search Committee, American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036. Although it was not mentioned in the ad received by **TIP**, one can assume that APA is an equal opportunity employer. Wouldn't it be nice to have a Division 14 member in this post?

My deep apologies to **Rich Klimoski** and the Program Committee for the 1979 convention in New York City. By now, you should have received an announcement from **Paul Sparks** that included a statement on next year's program. Since the deadline for submission of program materials was January 20, 1979, the disappearance of the November issue of **TIP** meant the announcement from the Program Committee could not be sent to you in time. Thanks to Paul for coming to the rescue.

Ben Schneider is half-time with the National Science Foundation in the Division of Applied Research (DAR). Ben has informed **TIP** that DAR has a number of programs of interest to Division 14 members, and suggested that members who desire further information may contact him at (202) 634-1609 or

at the National Science Foundation, Division of Applied Research, 1800 G Street, N.W., Washington, D.C. 20550.

TIP received a pleasant note from **Bill McGehee**. As of August 1, 1978, Bill became Professor Emeritus of Business and Economics at the University of North Carolina at Greensboro. He is presently dividing his time between writing an introductory text in I/O psychology and developing his fishing skills. Sounds like he is trying to get others "hooked" on I/O psychology.

Since the last issue **TIP** has received two *Notes To Executive Officers* from **Paul Ross** entitled "Is organizational climate important?" and "Some correlates of organizational climate." As usual, these two are quite thought-provoking, and available upon request by writing Paul at: The Ross Company, Todd Pond, Lincoln, MA 01773. The only stipulation is that the requestor must agree to send Paul comments on the notes.

Recent books by Division 14 members: *Overcoming Executive Mid-Life Crisis*, **Homer Figler**, published by John Wiley & Sons; *Behavior In Organizations: An Experiential Approach*, (Rev. ed.), **Jim Lau**, published by Richard D. Irwin.

Our West Coast ear, **Shellie Zedeck**, sent **TIP** the news that he, **Mary Tenopyr**, and **Lew Albright** were speakers at a one-day conference on the Uniform Guidelines on Employee Selection Procedures. The conference, sponsored by the Institute of Industrial Relations, University of California at Berkeley, was held on November 14 in Oakland, California.

Old Dominion University, in concert with N.A.S.A. Langley Research Center, is sponsoring an eleven-week summer faculty fellowships program. The program in Engineering System Design will begin on June 4, 1979 at the N.A.S.A. facility in Hampton, Virginia. The stipend is \$400 per week plus travel expenses. Interested persons can receive application materials from **Griffith J. McRee**, Electrical Engineering, Old Dominion University, Norfolk, VA 23508.

Division 14'er makes Business Week . . . **Lyle Schoenfeldt**, recently elected Fellow, and his work on the Early Identification of Management Talent project were the subject of a feature in the September 18th issue of Business Week. If you missed that issue, the word is that Lyle has several thousand copies, and will sell one if the price is right.

TIP received a note from **Edgar Busch**, co-chairman of membership committee of the Human Resources Division of the Academy of Management, inviting Division 14 members to join. Academy membership information can be obtained by writing to Edgar at: Management Program, Sangamon State University, Springfield, IL 62708.

Joel Moses has informed **TIP** that he has been appointed to the Board of Directors of the American Society for Training and Development. He is also soliciting ideas from authors interested in publishing I/O texts or books in the Pergamon General Psychology series. Joel is the industrial psychology editor for the series. Finally, the Standards and Ethical Considerations for Assessment Center Operations have been rewritten and copies can be obtained from him at: A T & T, 295 North Maple Avenue, Room 6133H3, Basking Ridge, NJ 07920.

Let's we forget, congratulations are also in order for **Mel Sorcher**. He was awarded the Division 14 Professional Practice award for his work in behavior modeling at the annual Division meeting in Toronto.

Larry Cummings has been elected Vice President and Program Chair of the Academy of Management and a Fellow of the American Institute for Decision Sciences.

Rich Klimoski, chair of the Program Committee, has been recently appointed as head of the I/O psychology program at Ohio State.

The Psychology Department at Auburn University, in cooperation with the Management Department, has revamped their Ph.D. program in I/O psychology, with the major areas of specialization being Applied Measurement and

Evaluation and Organization Behavior/Development. The key faculty members are **Junior Feild, Sam Green, Phil Lewis, Bill Sauser, Achilles Armenakis, Art Bedian, Bill Giles, Bill Holley, Kevin Mossholder, and Bob Niebuhr.** Information on the program can be obtained by writing Phil Lewis or Bill Sauser at: Department of Psychology, Auburn University, Auburn, Alabama 36830.

TIP has learned that **Gary Latham** and **Jeanne (Herman) Brett** have been nominated by Division 14 for the Early Career Award for 1978. Best luck from the **TIP** staff.

Jack Larson is stepping down as chairperson of the I/O Psychology Program Committee at the University of Tennessee after serving from 1971-1978. **Mike Gordon** is the new Program Committee Chair. Incidentally, much of the credit for the publication of the "Survey of Graduate Programs in I/O Psychology and Organizational Behavior", available for \$1.50 from the Secretary-Treasurer of Division 14, goes to **Jack Larsen**. The pamphlet is an excellent guide to graduate programs, and should be useful to both students and faculty.

MOVEMENTS: NEW APPOINTMENTS: TIP'S TRAVELOGUE

Don Mankin moved last summer from the University of Houston at Clear Lake City to the University of Maryland University College where he is Associate Professor in the Master of General Administration Program.

Steve Bemis has been appointed Director, Government/Client Liaison and Validation Services by Information Science Incorporated in Washington, D.C.

John Proe and **V. Clayton Sherman** have joined the staff of Hume Silber Associates in Des Plaines, Illinois. Both John and Clay will be working in the area of Organization Development.

George Graen has informed **TIP** that two new people, **Ralph Katerberg** and **Laura Heinrich**, have joined the organization behavior group at the University of Cincinnati.

Al Glickman has departed Washington, and has joined the Psychology Department at Old Dominion where he will be heading the new I/O psychology Ph.D. program.

Mike Raphael has left LIMRA and is now a Management Development Specialist with the Commercial Products Division of Pratt & Whitney.

John Bernardin has joined the Department of Psychology at VPI, leaving the coast of Virginia at Old Dominion for the mountains.

If you think **In-Basket TIPBITS** is going straight, then read on. We wrote this column fairly straight so you would carefully search it for the wit(less). The paper in this issue has been treated with a poison that enters human skin on contact, and causes immediate writer's cramp. **TIP** strikes back at the information explosion in I/O psychology.

Any news items, change of job, change of location, change of sex — send it to **In-Basket TIPBITS**, c/o Mike Kavanagh, School of Management, SUNY-Binghamton, Binghamton, New York 13901.

ANNOUNCEMENT

The 1978 *Survey of Graduate Programs in Industrial/Organizational and Organizational Behavior* is now available at \$1.50 per copy. Send check or money order to: **DR. LEWIS E. ALBRIGHT**, Director, Training and Development, Kaiser Aluminum and Chemical Corporation, 300 Lakeside Drive, Oakland, CA 94643. The booklet contains over 70 program summaries including masters' level as well as doctoral level programs. The booklet can be very useful in counseling undergraduate students.

1979 JAMES McKEEN CATTELL RESEARCH DESIGN AWARD

The Division of Industrial and Organizational Psychology of the American Psychological Association announces the fifteenth annual competition for the best research design in which basic scientific methods are applied to problems concerning human behavior in organization. The award is symbolized by appropriate certificate and \$500 for the winner. Honorable mentions receive \$100. The Division 14 Committee on Scientific Affairs also offers aid to recipients in obtaining the necessary funding and cooperation for the completion of the projects. Completed projects are not eligible. Creativity and rigorous approaches to research are encouraged.

Research designs may be submitted by any American Psychological Association member or any person sponsored by a member. Address inquiries about the award competition to Professor Lyle F. Schoenfeldt, School of Management, Rensselaer Polytechnic Institute, Troy, New York 12181. Entries are to be sent to the Secretary to the Division and prepared for blind review. To be considered, entries must be in his hands by April 1, 1978. The Secretary is: **Dr. Lewis E. Albright**, Kaiser Aluminum and Chemical Corporation, Room 915 KB, 300 Lakeside Drive, Oakland, California 94643.

THE NEW IAAP DIVISION OF PSYCHOLOGICAL ASSESSMENT

An International Committee on Psychological Testing had been formed within the International Association of Applied Psychology to focus on the activities of IAAP members working in the area of testing and measurement, and to provide an opportunity for cooperation and exchange of information among those members.

The Executive Committee of IAAP, during a recent meeting held in Munich at the time of the International Congress of Applied Psychology last August, decided to allow the Committee to develop into a division of the Association.

The Division of Psychological Assessment is to be a grouping of individual IAAP members who are active, or interested, in various aspects of psychological evaluation. The general aims and objectives of the new Division are similar to those of its predecessor, the ICPT. A constitution and a set of by-laws are being drafted by the Organizing Committee which would clarify and formalize the functions and organization of the Division.

In the meantime, however, IAAP members interested in joining the Division of Psychological Assessment may do so by sending their divisional dues (\$2.00) along with their annual dues to IAAP General Secretary/Treasurer, Professor R. Piret or his co-treasurers. A copy of the letter should be sent to the address below. This would ensure their receipt of the Division Newsletter.

The Division organizers hope that many would decide to join and apply their enthusiastic support and valuable contributions to the task of creating a vital and meaningful organization.

Further enquiries may be addressed to: **Dr. Iraj Ayman**, IAAP Division of Psychological Assessment, P.O. Box 741, Tehran, Iran.

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Victor Tom
Clarence W. Von Bergen
John P. Wanous

LONG RANGE PLANNING

*Arthur C. MacKinney
Benjamin Schneider
Mary L. Tenopyr
Kenneth Wexley

TIP

*Michael J. Kavanagh
Marshall Saskin
Jack Duffy
Tove H. Hamner
James C. Sharf
Gary P. Latham
Lynette B. Plumlee

AD HOC INNOVATIONS IN METHODOLOGY

*J. Richard Hackman
Thomas J. Bouchard
Joseph L. Moses
Barry M. Staw
Victor H. Vroom
Karl E. Weick

AD HOC LEGAL ISSUES

*James C. Sharf
James W. Herring
William H. Mobley
Harold J. Tragash

COMMITTEES

*Virginia Boehm

WORKSHOP

*Kenneth M. Alvares
V. Jon Bentz
Ann Howard
David W. Lacey
Terence R. Mitchell
Adela Oliver
Preston E. Smith
John N. Turner
Sheldon Zedeck
Stanley B. Silverman

AD HOC CONTINUING EDUCATION

*Irwin L. Goldstein
Erich Prien
Howard Weiss
Frank Friedlander

*Chair

Minutes of APA Division 14 Annual Business Meeting August 29, 1978

Sheraton Centre, Toronto, Ontario, Canada

President Campbell called the meeting to order at 3:10 PM.

Dr. Tenopyr reported a balance of \$11,618 in the Division 14 account. She reported that a balance of \$1,735.46 remained in the fund resulting from a donation from the Workshop Committee. The secretary-treasurer's report was approved.

Mr. Sparks reported the following results of the elections:

President-elect: Mary L. Tenopyr,
Secretary-treasurer: Lewis E. Albright,
Member-at-Large: Kenneth N. Wexley,
Representatives to Council: Paul W. Thayer,
Richard J. Campbell, and Milton R. Blood.

Dr. Latham presented 151 new member candidates, 27 associate candidates, and one affiliate candidate. All candidates were approved.

Dr. Zachert nominated the following persons for fellow status:

Walter C. Hamner,
Frank L. Schmidt
Lyle F. Schoenfeldt,
Donald P. Schwab
and Benjamin Shimberg.

All nominees were approved.

Dr. Bouchard presented the Cattell award to James Ledvinka and Val H. Markos. He presented a Wallace Dissertation Award to each of the following:

Marylyn Morgan and
Joanne Martin

Dr. Gael presented the Division Professional Practices award to Melvin Sorcher for his work on behavior modeling.

Dr. Mildred Katzell reported that APA Council had voted to increase dues by \$15.00 effective next year, had authorized the establishment of an Office of Minority Affairs, had endorsed APA's joining of the National Council of Scientific Presidents, had voted to affiliate with the National Consortium on Testing, had increased the number of professional awards from one to three, had authorized the granting of up to three public interest awards, and had voted to affiliate with applied Psychologists in Europe.

Dr. Goldstein reported that a Division 14-generated plan for sponsor recognition in continuing education had been submitted to Council. An E&T Committee-developed brochure on graduate schools is now available from Dr. Albright at a cost of \$1.50.

Dr. Campbell stated that the Division's goals were to enhance both the professional and the scientific aspects of industrial and organizational psychology, to protect the public, to communicate to others what we do, and to communicate among ourselves what we do.

Some of our greatest concerns are continuing education, specialty standards for providers of psychological services, Committee on State Legislation guidelines for licensure, education and credentialing in psychology, and the EEOCC Guidelines. Other matters about which we are concerned are the potential for

APA reorganization, the National Academy of Sciences job evaluation effort, legislation, and specialty standards for I/O programs in universities.

Actions Division 14 has taken are to form the January 27 coalition, which has met twice and will meet again in January, to have the Division president meet informally with the presidents of other divisions, work toward getting Division members on APA boards and committees, to develop a state network of liaison persons, to communicate to others about what we do, and to endorse a special issue of *Professional Psychology* devoted to I/O matters.

Dr. Campbell concluded by giving thanks to the Executive Committee members and the committee chairs.

There was no further old business and no new business. The meeting was adjourned at 4:02 PM.

1979 S. RAINES WALLACE DISSERTATION AWARD

The Division of Industrial and Organizational Psychology of the American Psychological Association announces the ninth annual award for the best recently completed doctoral dissertation in industrial and organizational psychology.

The winner of the award will be asked to present a paper based on his/her dissertation at the annual convention of the American Psychological Association. A suitable certificate symbolizing recognition of his/her high achievement will be presented to the award winner at that time. In addition, convention expenses of the winner will be subsidized up to the amount of \$200.00.

The award is given for research on human behavior in organizations. It is designed to encourage creative and rigorous research in this area and to give recognition to those who have executed such work.

Address inquiries about the award competition to the Chairperson of the Scientific Affairs Committee of Division 14. To be considered for the 1979 competition they must be in the committee's hands by January 15, 1979. The Chairperson is: Professor Lyle F. Schoenfeldt, School of Management, Rensselaer Polytechnic Institute, Troy, New York 12181.

REPORT FROM APA COUNCIL by Kitty Katzell, Council Representative

By the time you read this, you have probably seen highlights of the Toronto meetings of the Council of Representatives as reported in **MONITOR**. In case you haven't, this column will summarize action taken by Council on some of the over-50 agenda items. Council APPROVED:

- an Office of Minority Affairs at APA;
- a \$15 dues increase, effective in the next dues notice;
- increases in journal subscription rates;
- formation of a new Division of Health Psychology;

- increases in the number of Distinguished Professional Awards and the number of Public Interest Awards;
 - joining the Council of Scientific Presidents, affiliating with the National Consortium on Testing, and sending an observer to the National Commission for Health Certifying Agencies;
 - Guidelines for the Specialty Training and Certification of Secondary School Teachers of Psychology;
 - Guidelines for the Introduction of Resolutions to Council;
 - affiliation with APA of Association of American Psychologists in Europe;
 - referral of proposal on specialty standards to Accreditation Task force;
 - requirement of three fellow endorsers for new Fellows of APA;
 - 128 new Fellows
 - permitting educational programs that practice religious discrimination in faculty and student selection to seek accreditation;
 - Ethical Guidelines for High School Psychology Teachers;
 - conducting Council Apportionment Ballots annually;
 - review of Ethical Principles in the Conduct of Research with Human Participants by the Committee on the Protection of Human Subjects
- Other matters that could not be completed during the Toronto meetings were referred to Committees or held over to the January meetings of Council.

LETTER

(Editor's note: The following letter was sent by **Donald Super** to the **APA Monitor**. **TIP** also received a copy, and we are in total agreement with the sentiments expressed in the letter.)

Dear Editor,

I have just received, dated 20 October, 1978, a public letter from the President of the Division of Clinical Psychology with the following statement in it:

'Division 12 is the only APA division that represents all of professional psychology in its diversity and breadth.'

May I register, in the columns of the APA's newspaper, my objection to this public statement? I am a long-standing Fellow of Divisions 12, 14, and 17. I have worked as a hospital clinical psychologist, as a college counselling psychologist, and as a consulting industrial psychologist in several major corporations. I was for some years chairman of a department of psychology, and for a longer period director of a division of psychology and education in a major university, department and division which included all of the professional specialties, including not only those to which I belong, but school psychology and rehabilitation psychology. I have served as a member of the APA Council, and as President of two divisions. I consider it completely inaccurate to equate clinical psychology with professional psychology.

I hope that others will point out to our clinical brethren, a brotherhood of which I have been long proud to be one, the error of their public ways!

A copy of this letter is going to the President of the Division of Clinical Psychology, and to the editors of the newsletters of the various divisions of which I am a member.

Yours sincerely,
Donald E. Super, Ph.D.

JOURNAL REVIEW SERVICE

by Lynn Plumlee

It seems appropriate to identify our regular reviewers more fully. They are:

Alan R. Bass, Professor
Department of Psychology
Wayne State University
Detroit, Michigan 48202

L.B. Plumlee
Executive Technology
P.O. Drawer 25031
Albuquerque, N.M. 87125

R. F. Boldt
Educational Testing Service
Princeton, New Jersey 08541

Joel P. Wiesen
Bureau of Classification
Division of Personnel Administration
One Ashburton Place
Boston, Massachusetts 02108

Paul J. O'Neill, Associate Professor
Department of Psychology
Jackson State University
Jackson, Mississippi 39217

Readers are encouraged to suggest to one of the reviewers additional articles which they feel other Division 14 members will find of particular interest.

EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES

Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice. Adoption by four agencies of uniform guidelines on employee selection procedures (1978). *Federal Register*, August 25, 1978, Part IV. The long anticipated revised Guidelines. An initial section provides discussion of changes plus rationale for rejection of some recommendations. (L.B. Plumlee)

Newman, D.K. and Associates. Learning without earning. *Change*, March 1978, 38-43, 60. Questions the job relevance of many present educational level requirements for employment. Contends that "requiring" a high school diploma is used as an excuse to deny employment to blacks but not to whites. Charges documented by describing labor trends in America and Europe. (P.J. O'Neill)

MEASUREMENT TECHNIQUES

Buck, L.S. *Guide to the setting of appropriate cutting scores for written tests: A summary of the concerns and procedures*. Washington, D.C.: U.S. Civil Service Commission, Personnel Research and Development Center, Technical Memorandum 77-4, April, 1977. Considers a number of approaches to setting cutting scores for both norm-referenced and criterion-referenced tests. (L.B. Plumlee)

Frederiksen, N. and Ward, W.C. Measures for the study of creativity in scientific problem-solving. *Applied Psychological Measurement*, 1978, 2, 1-24. Describes development and evaluation of criterion tests of creativity. Includes data on relationship to later graduate study variables. (L.B. Plumlee)

Schwartz, S.A. A comprehensive system for item analysis in psychological scale construction. *Journal of Educational Measurement*, 1978, 15, 117-123. Discusses rational-empirical scale construction as an alternative which encompasses both the traditional rational and empirical procedures and lists the steps for conducting a rational-empirical item analysis. (P.J. O'Neill)

STATISTICAL METHODOLOGY

Frick, T. and Semmel, M.T. Observer agreement and reliabilities of classroom observational measures. *Review of Educational Research*, Winter, 1978, 48, 1, 157-184. Discusses various problems in assessing degree of observer agreement and reliability of observational measures, and indicates conditions under

which different statistical indices of observer agreement and reliability are most appropriate. (A.R. Bass)

Magidson, J. Toward a causal model approach for adjusting for preexisting differences in the non-equivalent control group situation. *Evaluation Quarterly*, 1977, 399-420. The title says it all. (R.F. Boldt)

Williams, W. H. How bad can "good" data really be? *The American Statistician*, May 1978, 32, 2, 61-65. Discusses sources and impact of bias on research results, with particular attention to selection bias and survey research. (L.B. Plumlee)

TRAINING

Goldstein, I.L., Editor. Training: Methodological considerations and empirical approaches. *Human Factors*, 1978, 20, 129-232. A collection of articles on important developments in training. These articles give the psychologist in other areas a summary of problems in the training area and also discuss issues of wider concern, including levels of internal and external validation, techniques of determining criterion-related reliability and validity, EEO considerations in training and vice versa, techniques of miniature job training as a selection device, and behavior modeling. (L.B. Plumlee)

VALIDATION

Pearlman, K. *Job families: a review and discussion of their potential utility for personnel selection*. Washington, D.C.: U.S. Civil Service Commission, Personnel Research and Development Center, Professional Series 78-2, March, 1978. Review of job families: the purposes (vocational guidance, personnel selection, etc.), content (job-oriented descriptors, work-oriented descriptors, etc.), and grouping methods (rational or statistical) for forming job families; plus an evaluation of job families for personnel selection (validity generalization within job families) (P.J. O'Neill)

MISCELLANEOUS

Applebaum, J., and Evans, N. An anti-frustration guide to publishing. *Change*, April 1978, 43-47. If you have felt the urge to publish a book, here is an invaluable discussion of the three major choices: selling a manuscript to a trade house or university press, paying a vanity press to produce a manuscript, or publishing one's work oneself by hiring a printer and promoting and distributing the book oneself. Also provides annotated references for pursuing the choices. The authors caution against trade houses and vanity presses, and recommend the ease, economy, efficiency and rewards of self-publishing. (P.J. O'Neill)

SWAP (Sharing with a purpose). Information exchange newsletter published bi-monthly that features free of charge, unedited personnel research abstracts contributed by subscribers, particularly validation studies, and information about legal and other aspects of personnel selection. (Available from Research and Special Projects Division, Bureau of Examinations, Pennsylvania State Civil Service Commission, P.O. Box 569, Harrisburg, PA 17120. (P.J. O'Neill)

EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES

Finfrock, W.P., Spradlin, R.C. How to organize and present statistical evidence. *The Practical Lawyer*, 1978, Vol. 24, No. 4, 67-76. Being of the nature of advice to the practicing attorney, the article might help understand his concerns. (R.F. Boldt) Nickles, S.H. The equal pay act of 1963: making and breaking a prima facie case. *Arkansas Law Review*, 1978, 31, 545-606. Discusses elements of equal work and their interpretation by the courts. (R.F. Boldt)

MOTIVATION

Walker, O.C., Jr., Churchill, G.A., Jr. & Ford, N.M. Motivation and performance in industrial selling: present knowledge and needed research. *Journal of Marketing Research*, 1977, 14, 156-168. Argues that the existing knowledge

of sales motivation is piecemeal and inadequate, and proposes a comprehensive multivariate model that (a) integrates current theories and research, (b) identifies the personal, interpersonal, organizational and environmental variables that may influence a salesman's motivation and performance, and (c) specifies the interrelationships among these variables as a series of hypotheses to stimulate and guide future research. (P.J. O'Neill)

STATISTICAL METHODOLOGY AND VALIDATION

Anstey, E. A 30-year follow-up of the CSSB procedure, with lessons for the future. *Journal of Occupational Psychology*, 1977, 50, 149-159. Summarizes longitudinal research with the British Civil Service Selection Board program. Discusses validity of different procedures at different levels and the value of combined procedures. (L.B. Plumlee)

Clegg, C.W., Jackson, P.R., and Wall, T.D. The potential of cross-lagged correlation analysis in field research. *Journal of Occupational Psychology*, 1977, 50, 177-196. Discusses pros and cons of cross-lagged correlation analysis (an approach to evaluating causality) and results of a simulated study to evaluate the technique. Tabulates results of 13 occupational studies. (L.B. Plumlee)

Magnusson, D. and Backteman, G. Longitudinal stability of person characteristics: intelligence and creativity. *Applied Psychological Measurement*, 1978, 2, 481-490. Adapts to longitudinal data the Campbell-Fiske method of convergent-discriminant validation by use of a multitrait-multimethod matrix. (L.B. Plumlee)

MEASUREMENT TECHNIQUES

Cascio, W.F. and Kurtines, W.M. A practical method for identifying significant change scores. *Educational and Psychological Measurement*, 1977, 37, 889-895. Focuses on identification of individuals with significant score changes and provides simplified procedures for establishing confidence limits, taking the standard error of measurement into consideration. Describes attitude measurement application in an industrial setting. (L.B. Plumlee)

POSITION ANALYSIS QUESTIONNAIRE (PAQ) (E.J. McCormick, P.R. Jeanneret & R.C. Mecham)

- A structured job analysis questionnaire based on extensive research at Purdue University. Can be used directly by many organizations.
- Computer services include:
 - Job dimension scores
 - Estimation of job-related aptitude requirements
 - Estimation of job evaluation point values
 - Development of job families
- Workshop scheduled for spring 1979.
- Inquiries invited from consultants interested in client applications of PAQ.
- For Information about the PAQ or Workshop write:

PAQ Services, Inc. P.O. Box 3337 Logan, Utah, 84321	■ PAQ & Related Materials available at: University Bookstore 360 W. State St. W. Lafayette, IN 47906
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The Committee on Committees — Division 14 Needs YOU by Gini Boehm

The Committee on Committees (Roger Blakeney, Bob Dugan, Don Grant, Dick Reilly and Chair, Gini Boehm) is beginning its annual effort to seek out willing and able Division 14'ers to serve on our standing committees. Self-nomination is a very important part of this process. Twenty-seven people who submitted nomination forms in response to last year's survey of the membership have been appointed to 1978-79 Committees.

A substantial number of other well-qualified people could not be appointed because not enough vacancies were available. We do have a backlog of nomination forms and those of you who applied last year and were not appointed will be automatically reconsidered this year. Consequently, we do not plan a general mailing for the current year. However, the nominations on file may not be completely adequate to meet our needs for 1979-80 appointments.

If you did not indicate interest in Committee membership last year and wish to be considered now, please write or phone: Virginia R. Boehm, SOHIO, 1521 Midland Building, Cleveland, OH 44115.

You will receive the nomination form and a brief description of the function of the various committees. While there is no absolute cut-off date for the receipt of completed nomination forms, those received prior to February 1, 1979 will be considered in advance of those received after that date.

Activities of Committee on Public Policy and Social Issues: 1978 — 1979 by Neal Schmitt

The committee will be involved with three major projects this year. First, we have been asked by the Executive Committee to prepare a proposal for a job analysis of one of the subspecialties within I/O and outline the subsequent development of a licensing exam. The purpose of the project would be to provide a model for state licensing boards of the skills and knowledges members of the profession view as indicative of practitioner competence.

Second, Jim Ledvinka will be preparing another summary of legal issues of concern to I/O psychologists. This summary will again be published in **TIP** and we invite input concerning legislative issues that may have come to your attention. You can contact Jim Ledvinka, Department of Management, University of Georgia, Athens, GA 30601.

The third project represents a continuation of an effort we are making to increase the involvement of I/O psychologists in the solution of labor union problems. We have summarized responses to a request for information about psychologist/labor union cooperation and plan to make an effort to contact union officials and offer to explain in more detail what it is we do and what common interests we may have.

Finally, Lloyd Marquardt reports on the National Academy of Sciences project on job evaluation in this issue of **TIP** and will continue to monitor the progress of this project.

If anyone has comments or inputs that might be useful or pertinent to one of these projects, please communicate them to Neal Schmitt, Department of Psychology, Snyder Hall, Michigan State University, E. Lansing, MI 48824.

Update on Continuing Education by Irwin L. Goldstein

The most recent A.P.A. reports on continuing education indicate eleven states now require continuing education to maintain licensing/certification. Also, a large number of other states are developing legislation to implement such requirements. Another interesting trend is that many of those states which originally developed voluntary continuing education programs are now making the program mandatory.

A.P.A. has responded to the increasing demand for continuing education in several ways. First, they are developing more continuing education programs and attempting to develop a list of on-going activities. Most importantly, they are developing a system which will grant approval to sponsors of continuing education activity. The significance of this is that most states are willing to grant credit for any program approved by A.P.A. Thus, this system will enable psychologists to participate in activities which will be approved by their states. The system also has included an individualized continuing education program originally proposed by Division 14's E & T Committee. The A.P.A. system is also designed to provide a registry so that psychologists will be able to contain transcripts listing all of their continuing education activities for the year. This A.P.A. system has now been approved by A.P.A.'s E & T Committee and the Board of Directors. It is scheduled to be presented to Council in January. If approved, the system will be implemented immediately.

In anticipation of these developments, Division 14's Executive Committee has established an ad hoc committee on continuing education. The members for the 1978-79 year are: **Irwin Goldstein, Erich Prien, Howard Weiss, and Frank Friedlander.** During this coming year, they expect to be developing the materials to gain approval for Division 14 to serve as a sponsor of continuing education. Also, they will be attempting to determine the needs of Division 14 members as well as coordinating the development of continuing education activities to meet those needs. It should be a busy year.

Membership Committee by Gary Latham

At the August Convention, 143 people were recommended for membership in the division, 36 were recommended for associate membership, and one individual was recommended for affiliate membership. The division has discontinued the policy of recruiting student members. The affiliate category is reserved for individuals who apply for APA and Division 14 membership simultaneously. APA requires an individual to be a member of the association for one year before being admitted to a division.

At the June meeting of the Executive Committee, the membership committee was instructed "to change the membership application form to document better specific interest in Division 14." The following instructions were approved at the August meeting of the Executive Committee: "It would be helpful to the membership committee if individuals who did not receive a Ph.D. in I/O psychology or the equivalent thereof (e.g., Ph.D. in organizational behavior from a business school), supported their statement that they are engaged in scientific

or professional activities related to the purposes of the Division by submitting, if possible, at least one of the following kinds of documentation: (a) copies of citations of two articles published in I-O related journals, (b) two letters of recommendation written by current members of Division 14, (c) a list of I-O related courses currently or formerly taught, and/or (d) copies of unpublished research or consulting reports." This change was implemented to minimize inconsistencies within and between members of succeeding membership committees regarding the recommendation of applicants to our Division. Currently, two of the four members of the membership committee must agree that an applicant's professional activities are related to the purposes of the Division before his or her name is recommended at the annual business meeting for membership in Division 14.

Beginning in September of this year, the membership Committee will contact psychology departments and business schools for a list of their recent graduates in I-O psychology, organizational behavior, human resources, and the like. These graduates will be sent APA and Division 14 application forms.

WORKSHOP COMMITTEE NEEDS INPUT

The Workshop Committee is presently discussing the possibility of supporting students in some fashion to participate in the workshop process. Specifically, the committee would like feedback on the following:

Assume a pot of \$3,000:

- A. What kind of support would be most appropriate, i.e., small amounts for lots of students or lots for a few?
- B. How do the recipients get selected?
- C. What kinds of commitments should be attached to this support?

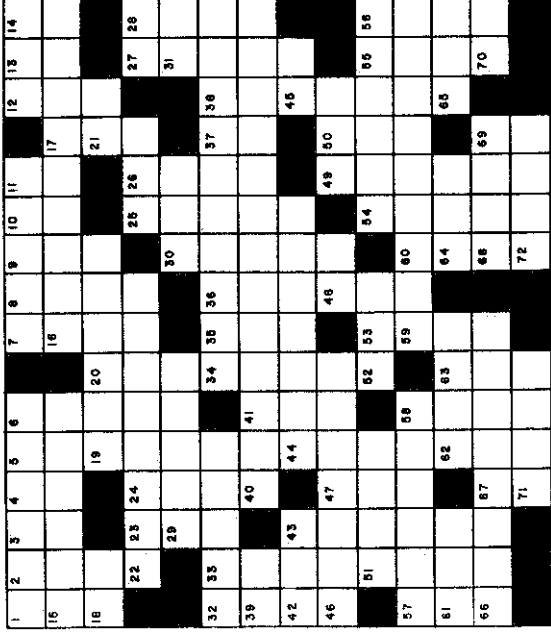
Send your responses to these questions and any other thoughts on this issue to: **Ken Alvares, Psychology Department, Bowling Green State University, Bowling Green, OH 43403.**

ANNOUNCEMENT

The Department of Psychology, University of Georgia, is developing a curriculum in Industrial-Organizational Psychology. It is designed around the scientist-professional model advocated by Division 14, and leads to the PhD degree in Psychology. Courses and seminars pertinent to selection and placement, training and development, and organizational behavior will provide the content of the curriculum. Experience in appropriate organizational settings, via internships, is required. In addition, Departmental requirements include core courses in general psychology, research design, and quantitative methods. The Graduate School requires a MS thesis, preliminary examinations, and a PhD dissertation, but does not require a foreign language. The faculty consists of **Donald Grant, Joseph Hammock, Jorge Mendoza, William Owens, and Philip Varca.** The curriculum in Measurement and Human Differences will be continued, and students will be encouraged to co-major in the two curricula. For details, write **Donald L. Grant, Chairperson, Applied Psychology Program, Department of Psychology, University of Georgia, Athens, GA 30602.**

ACROSS

1. A choice of currents
7. Conductor's tool
12. Ubiquitous name
15. How to be a "clean plater"
16. Out-going person
18. Boob toob
19. Trade in kind
21. Not out
22. Celestial
25. Prohibit
27. Godwin's state (abbr.)
29. In the country
30. Decay
31. Woodman's tool
32. Student's contribution
34. A matrix of full rank
39. APA Division 14 (abbr.)
40. Varied
42. Bullets' league (abbr.)
44. State of a theorem with one counterexample
45. Pronoun
46. Foreign policy term
48. We
49. California's "Big"
51. Drunkards
52. Matrix rank (abbr.)
54. What multiple correlations do
57. A Greek's modern arithmetic
59. The object of selection devices
61. Boundary (comb. form)
62. Ages
64. Cut (with an ax)
65. Graduate Student Association (abbr.)
66. Seats after those labeled "N"
68. Bombeck
70. Tin (chem. symbol)
71. meridian
72. Mineral Deposits



DOWN

1. Matrix operator (abbr.)
2. Spelunker's habitat
3. Overtime (abbr.)
4. Graduate student position (abbr.)
5. Physicist
6. Mrs. Schumann
7. Regression weight
8. Between "axkay" and "axem"
9. Tennessee Terrapin Refuge (abbr.)
10. With either
11. Negative

Crossword Puzzle Philip Bobko University of Maryland

12. Sink swim of iniquity
13. And (Latin)
17. Pierre's grape drink
20. Alleviated
23. Papal three
24. Quiet
25. Wearied with ennui
26. Attention (abbr.)
27. Score on a variable
28. Ordinates and abscissas
30. St. _____ Hotel (New York)
32. Kindie (dialect)
33. Why one checks answers (3 words)
35. Gun group (abbr.)
36. 3-dimensional measure
37. That is (L.t.)
38. Neil's lectures
41. Explosive (abbr.)
43. number (chemical)
47. Greek letter
49. Missouriian's motto
50. Ode On A Grecian
53. _____ facta
54. Denominator sum of squares (abbr.)
55. Loch or Elliot
56. Ku Klux
57. We (Latin)
58. Give a
60. Current flow (comb. form)
63. Compass direction
67. Graduate student position (abbr.)
69. Like

IMPORTANT

SEE NEXT PAGE, PLEASE

- 13 How did the Toronto Div. 14 program compare with that of previous Div. 14 programs you have attended in the past? (Check one)

- ☐ Better
- ☐ About the same
- ☐ Worse
- ☐ No opinion

Why?: _____

- 14 How did the Toronto Div. 14 program compare with that of other non-APA conventions or conferences you have attended in the past? (Check one)

- ☐ Better
- ☐ About the same
- ☐ Worse
- ☐ No opinion

Why?: _____

- 15 Using the rating scale below, how satisfied were you with the different types of formats used for the Div. 14 program? (Circle one number for each item/format)

1. Paper Sessions.....	0	1	2	3
2. Poster Sessions.....	0	1	2	3
3. Small Group Discussions.....	0	1	2	3
4. Panel Discussions.....	0	1	2	3
5. Open Forum.....	0	1	2	3
6. Conversation Contact Hour.....	0	1	2	3
7. Symposia.....	0	1	2	3
8. Invited Addresses.....	0	1	2	3
9. Social Hour.....	0	1	2	3
10. Pre-convention Workshops.....	0	1	2	3

KEY:

- 0 = No opinion, don't know
- 1 = Dissatisfied
- 2 = Neutral
- 3 = Satisfied

DIVISION 14 • TORONTO CONVENTION QUESTIONNAIRE

To help plan next year's convention, the Program Committee would like your reactions to the Toronto Division 14 program as well as your preferences for next year. Therefore, the Committee would appreciate your completing this questionnaire -- it will take only a few minutes of your time. The data you provide will be confidential, of course. Please remove this questionnaire from TIP, complete it within the next three weeks, and mail it to: **Walter W. Tornow, Control Data Corporation, Corporate Personnel Research (HQW060), 8100 34th Ave. South, Minneapolis, MN 55440.**

① What is the nature of your primary employment? (Check one)

- ☐ Industry/Business
☐ Government
☐ Consulting Firm
☐ Private Practice
☐ Academic
☐ Student

② What department are you in?:

③ When did you receive your Ph.D. degree? _____ (Year)
☐ I don't have one.

④ Approximately how many national APA conventions have you attended previous to Toronto? (Circle one)

0 1 2 3 4 5 6 7 8 9 10 11+ 15+ 20+

⑤ How many other professional out-of-town conventions or conferences have you attended or plan to attend this year? (Circle one)

0 1 2 3 4 5 6 7+

⑥ If you have attended (or plan to attend) other conventions or conferences this year, list the names of the major ones (e.g., Natl. Academy of Mgmt., ASTD, ASPA, AERA):

⑦ Did you attend the Toronto convention? (Check one) ☐ YES ☐ NO

If not, why not?:

⑧ To what extent did the Div. 14 program influence your attendance decision? (Check one)

- ☐ No effect ☐ Moderate effect ☐ Major effect

If you did not attend, you may skip to question #16.

⑨ How many days did you stay for the Toronto convention? (Circle one)

1 2 3 4 5 6 7

⑩ Circle which days you did attend:

S S M T W Th F

⑪ Approximately how many total program contact hours did you attend? _____ (Hrs.)

⑫ Did you have any difficulty in obtaining seating at the sessions? (Check one)

- ☐ Never ☐ Most of the time
☐ Some of the time ☐ Always

TURN OVER

"JANUARY 27TH COALITION" MEETING by Kitty Katzell

Representatives of nine Division, four States, and APA staff attended the second meeting of the "January 27th Coalition" in Toronto. Those present represented constituencies concerned about the impact of proposed APA policies on scientist/practitioner groups of psychologists not generally identified with the health service provider model.

Among their concerns are specialty accreditation, the proposed National Commission, model licensing legislation, standards for providers, and APA reorganization. Division 14's LRP report was discussed, as was **Don Grant's** proposal for one assembly for health-service providers and one for all others. It was announced that **Kenneth Clark** and **Dorothy Eichhorn** will co-chair an APA Committee studying APA organization. Suggestions for members to serve on that Committee and suggestions concerning its assignment will be submitted by President Paul Sparks.

Another meeting will be scheduled in conjunction with the January meetings of Council. Participating divisions are to report back on their divisions' positions on the issues above, and on the proposed statement of the Coalition's purpose:

"This coalition holds that the science and practice of psychology are interdependent and inevitably interlocked. The generation of knowledge in psychology is dependent on practice, as much as effective practice in psychology is dependent on the science of psychology. This interdependence creates special role demands on the applied scientist/practitioner. These role demands require special standards of professional practice, unique legislative policy, and special demands for education and training not always represented by the previously existing coalitions." (The previous coalitions were public interest, research/academic, and 'concerned scientists'.)

WRITER'S KIT AVAILABLE

Have you considered publishing your work in the popular media? The Public Relations Committee has a document that can help you. It is entitled **The I/O Psychologist's "Writer's Kit": Some Help on How To Break into "Popular" Print**. The "Writer's Kit" can be obtained by sending a check for \$1.00 to Dr. Lewis Albright, Secretary-Treasurer, Division 14, Kaiser Aluminum & Chemical Corporation, 300 Lakeside Drive, Oakland, CA 94604.

SHARE YOUR TIP

When you finish reading TIP, share
it with someone.

THAT'S PUBLIC RELATIONS

⑩

Which format(s) would you like to see expanded next year? (Circle the corresponding index number(s), as defined in the previous question.)

1 2 3 4 5 6 7 8 9 10

⑪

Which topics or issues would you like to see emphasized.....

⑫ more next year?:

⑬

less next year?:

⑭

The Toronto Div. 14 program could have been improved if: (be specific)

⑮

Do you plan to attend the 1979 New York APA Convention? (Check one) ☐ Yes ☐ Maybe ☐ No

⑯

Will the Division 14 program influence your attendance decision? (Check one) ☐ Yes ☐ No

Thank you! Please mail to
address listed in directions.

I'm Mad as Hell and I'm Not going to Take It Anymore!

by C. J. Bartlett

I'm tired of a special interest group of professional psychologists dictating policies that affect all psychologists. A few years ago a document was developed called Standards for Providers of Psychological Services. When it first came out, many of us did not even realize that it applied to all professional psychologists, rather than just those providing health care services. The description of activities of psychologists was so geared to health care that I had assumed that it couldn't possibly apply to Industrial/Organizational Psychologists — but it did. That field was specifically mentioned as one of the applicable fields. When the delegation to the Council of Representatives from Division 14 resolved that I/O Psychology be excluded, their motion was denied. As a result we were stuck with the difficult task of rewriting the standards so as to translate the standards so that I/O Psychologists would at least be able to interpret them.

Then came a new group, the Committee on Education and Credentialing, which was attempting to define the nature of a "Psychology" Doctoral Program. In 1976, a meeting was held to draft guidelines. After an outcry about the lack of representativeness at the 1976 meeting, token persons were invited from all divisions to a June, 1977 meeting. The conclusions from that June meeting had obviously been decided before the meeting and only a few changes were made. At the end of the June, 1977 meeting, a final recommendation of the Steering Committee was read, proposing a National Commission on Education and Credentialing. There was no time for a discussion of this proposal although approval of the principle of such a commission was passed over objections. The whole issue of Education and Credentialing was turned back to the Steering Committee. — No further meetings were held of the larger parent committee. Although the Steering Committee was expanded to increase its representativeness, it was far from being representative of psychologists or, for that matter, even professional psychologists.

Let's look at a few facts about representativeness. I have checked division membership of the members of the Steering Committee from the 1977 Directory. I found the following:

1. 60% of the divisions were not represented at all.
2. Almost two-thirds of the divisional representation come from less than 20% of the divisions.
3. The following divisions — all of which have a significant number of professional psychologists — had NO representation on the Steering Committee:
 - Division 5 Evaluation and Measurement
 - Division 13 Consulting Psychology
 - Division 14 I/O
 - Division 15 Educational
 - Division 16 School
 - Division 17 Counseling
 - Division 19 Military
 - Division 21 Engineering
 - Division 23 Consumer
 - Division 33 Mental Retardation
 - Division 37 Child & Youth Services

These 12 divisions, with a total of more than 15,000 memberships, had no representation on the Steering Committee that has made a proposal affecting all of psychology. Nine other divisions also had no representation. Thus far, I have only evaluated the Education and Credentialing proposals according to process criteria. I find the *process* unsatisfactory, but a final test of processes lies in the

outcome criteria. Even a non-representative group of capable individuals can come up with a proposal that could be satisfactory for all psychologists. I question whether the Steering Committee fully considered the whole field of psychology in making their recommendations. (Note: This symposium, made up of this paper and three others, all essentially unfavorable toward the education and credentialing proposals, was not attended by a single member of the Steering Committee.)

I am not satisfied with the outcomes either. The primary outcome of the June, 1977 meeting was a list of ten "Criteria for Designation of Doctoral Programs in Psychology." I have already indicated that the process in that meeting was not fully open; however, some changes were made which helped. There are some criteria for which I still have concern.

The first criterion is that all programs that are accredited by APA are automatically recognized as being psychology programs. Of the 191 doctoral programs in clinical and counseling programs: 141 are already accredited and, thus, automatically designated. The vast majority of the remaining programs are not accredited "for cause" (Webb, 1978). Thus, all we may be doing is allowing the few additional clinical and counseling programs which are not qualified as accredited to be "designated." Whether this is wise or not is at least open to question, but the real question is, "Whom does this proposal really affect?" The answer appears to be, "Those psychologists who are in programs other than clinical, counseling and school psychology, for which APA does not have accreditation. Those of us who train students in programs such as psychometrics or industrial/organizational psychology, end up as a primary target of this proposal."

Criterion number three states that a program must publicly specify that it is a psychology program. This would automatically eliminate all programs that are not permitted by their universities to state in their program title that they are "Psychology" programs because this designation is often limited to programs offered in psychology departments. Thus, such I/O programs as those at Yale, Stanford and Northwestern, which are clearly quality programs, would be disenfranchised, and their graduates could end up being ineligible to practice their professions. (Two members of the Psychology Department faculty at the University of Maryland would not qualify.)

The final criterion dictates what course areas must be included in all doctoral programs. I believe in a broad education for my students in I/O, but there have been some Ph.D. graduates who have never had a course in biological bases of behavior. I do not feel that this makes them unqualified to practice I/O psychology. The requirements are so general they offer little or no protection, but they are restrictive to the extent that they would require a revision of many graduate programs.

The proposal that disturbs me the most is the one for a National Commission on Education and Credentialing in Psychology. As has already been pointed out, it may be unnecessary for Clinical, Counseling, and School Psychology. Thus, its function could be primarily for those of us in programs (e.g., I/O) which do not have and do not want accreditation. Such a commission purports to have as a primary purpose protection of the public. This appears to be highly questionable as evidenced by the fact that only one representative of ten on the proposed commission's executive council is from outside the profession. Although the motivating force appears to be the practitioner, the cost is to be borne by the educational institutions, and the cost is high. For example, the cost to a department of psychology to have eight programs designated would be initially \$1700 and then an annual fee of \$800 per year, and that's not all. The Council of Graduate Departments is expected to pay \$2500 per year, which would eventually be paid by the departments of psychology.

Of course, the proposal suggests that whether a department wishes to have its

programs "designated" is voluntary. Of course, the penalty for not volunteering is that no graduates from the non-designated programs could ever be certified or licensed. That's not volunteering. It's *blackmail*!

In a recent memo to the APA Board of Directors, Wilse B. Webb stated, "The clear intent of the National Commission Proposal to designate all programs which may have any applied research potential is likely to be viewed as one more effort to impose the problems of health service providers on all other psychologists." (p. 4) If the purpose of all of these proposals is either to protect the public consumers of health care services or to justify psychologists as independent professionals so that they can be included in national health insurance, then please don't force it on the rest of us who do not provide health care services and please don't ask us to pay for it! That's why I'm mad as hell and I'm not going to take it anymore. If you don't want to take it anymore, it is suggested that you write the APA Board of Directors (c/o Charles A. Kiesler, Executive Officer, American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036.)

Footnote

¹This is part of a presentation at a symposium, "Licensing, Accreditation, and the Public Interest," sponsored by the E & T Board at the 1978 APA Convention in Toronto, Canada. Although the author is a member of the Professional Affairs Committee of Division 14 and chair of that committee for 1978 - 79, the views expressed in this paper are not the official views of Division 14.

The Organizational Behavior Division of the Academy of Management announces "A New Concept Award"

This award will be given for a journal article (or articles) published during the 1978 calendar year which is thought to have made the most significant contribution to the advancement of theory and/or method in organizational behavior research. The article must have been published in a recognized refereed journal that is generally available to members of the Division.

Each member may nominate an article for this award but no member may nominate more than one article. The nomination must include a 150-250 word explanation describing the nominator's view of the significance of the contribution to theory and/or method in organizational behavior research. One copy of the article should accompany the explanation.

The deadline for submission is MAY 1, 1979.

The award winner(s) will be announced at the 1979 Academy of Management national meetings.

Send nomination and supporting material to:

Professor Henry Tosi, Chairman
Department of Management
University of Florida
Gainesville, Florida 32611

Professional Affairs — NOW by J. Marshall Brown

This statement represents only one persons' opinion, and I admit that I have a different perspective than most of the readers of this item. Although I have been a member of Division 14 for many years and active in consulting and teaching I/O, I also write this as a result of my experience on a state licensing board and the Executive Committee of the American Association of State Psychology Boards (AASPB). I have three major points to make: (1) Licensing and certification is underway at this time and anything that might influence Division 14 members in this area must be done now. (2) Division 14 is part of the American Psychological Association and should not split from the parent organization. (3) Division 14 members must get much more active in licensing and certification affairs.

In a recent issue of *TIP*, John Campbell stated that "A number of issues are currently in the critical stage and I believe that in 0.5 - 2.5 years they will have all been decided, in one way or another. The issues in question are primarily 'professional' and not scientific." I strongly urge that all members of Division 14 realize that time frame stated was probably overly optimistic. **Licensing and certification boards are currently functioning in all states of United States of America and most of the Provinces of Canada.** Board members are making decisions on who will and who will not practice psychology. The decisions must be made now. Laws are being implemented, rules are being promulgated. These have a marked influence on the behavior of all psychologists whether I/O or not.

As of this writing, the task force on the revision of the accreditation criteria for doctoral programs of psychology, a sub group of the Educational and Training Board of the American Psychological Association, has developed a new draft. The Committee on State Legislation of the American Psychological Association has a new proposal for model legislation. Both of these proposals need considerable work before they will be accepted by the profession, since they both include a great many compromises to individual subsets within psychology. The American Association of State Psychology Boards (AASPB), working through an Executive Committee and subcommittees, is beginning preparation of model legislation of their own. All of this activity indicates that licensing and certification efforts are well along now. Individual board members keep making decisions and we cannot bury our heads in the sand and hope that things will change.

A national commission on education and credentialing in psychology has been proposed and has been generally accepted by psychology. In particular, it has been endorsed by the AASPB and has been recommended for acceptance by the APA by its Board of Professional Affairs. A vote on acceptance of such a commission will probably take place at the next council representatives meetings of the APA.

All of the above activity emphasizes the crucial aspect of licensing/certification at this time. There is a great deal of urgency in all activity now.

Licensing and certification of psychologists in the United States and Canada is usually generic. Such licensing is based on the principle that there is a corpus of knowledge common to the practice of psychology regardless of speciality application. A corollary to this principle is that special credentialing should not be considered an alternative to generic credentialing. Concurrent or subsequent specialized training and experience could well be viable for speciality credentialing and may be desirable. Such speciality credentialing could take the form of self certification by the profession or it could take the form of laws or rules under the functioning of state boards.

At the present time, the generic licensing or certification function is well

underway. Speciality credentialing is legally a supplement to generic licensing in only one state (Nebraska, which requires speciality certification of clinical psychologists beyond the first level generic licensure). I suggest that generic licensing with the possibility of speciality certification is the model that should be continued. Individual speciality licensing will simply fragment the field of psychology and be of little value in protecting the public which is the true reason for all licensing and certification laws.

The Present State of Licensing/Certification

There are four major areas in which evaluation of psychologists for licensing or certification generally takes place. They are education, experience, supervision, and testing. In addition, many states are now evaluating continuing competence.

The AASPB has established a standardized examination for generic licensing of psychology. The test labeled the Examination for Professional Practice in Psychology (EPPP) is well constructed, administered under good controls twice each year, and has content validity. Additional validity studies are underway and more will be completed as funding is available. At the present time, it would be difficult to expand the test to measure speciality areas, but it is certainly one concept under consideration.

At the August, 1977 meeting of the delegates of the AASPB, standards for education and credentialing in psychology were approved. These standards spell out the general areas of competence including courses making up the "corpus of knowledge" which all psychologists should possess. Approximately two-thirds of the states now have laws or rules following these suggested standards. As these standards become more common throughout the United States, a national level will be established. Several states are developing directories of programs which meet these minimum standards for education and a national directory is a possibility.

The reader familiar with the ten criteria for defining doctoral programs in psychology, as adopted by delegates to two national conferences on education and credentialing in psychology, should be aware that the AASPB guidelines are the same except for additions under guidelines, 6, 8, and 10. Those guidelines are expanded to include statements about integrated educational experience, careful attention to the selection of students for programs, and requirement that the doctoral program must involve at least one continuous academic year of full time residency.

The AASPB is at this time considering standards for education and credentialing of off-campus programs in psychology. Proposed standards for such training will be presented to the delegates at the next annual meeting.

Standards for experience including internship, have been stated by a variety of sources including APA committees and the AASPB. In general, the definition of internship and experience while in training can be broad enough stated that it will be useful for health care providers as well as Division 14 members although these statements often seem to be written for health care providers.

Standards for supervision have also been prepared by the AASPB. Again, individual licensing boards have been adopting these standards which spell out the responsibility of the licensed person while supervising a non-licensed person and set standards for the minimum amount of supervised experience necessary for a person to sit for the licensing examinations.

Assessment of continuing competence is beginning to be considered by most state licensing or certification boards. At present, the general method of assuring continuing competence is through continuing education programs. Suggestions about continuing education have been prepared by a subcommittee of the AASPB and distributed to member boards.

In each of the above five areas, I/O psychologists could be extremely

valuable. Much of the special training of an I/O psychologists is useful in constructing and validating tests, measuring experience and education, and evaluating supervisory experience, as well as measuring continuing competence. More I/O psychologists must get involved in the agencies which are most powerful in setting standards and enforcing laws and rules. This means more I/O psychologists must serve on licensing/certification boards, in national associations or on committees of the AASPB as well as the APA.

Changes in Licensing/Certification

The Board of Professional Affairs of APA, in October received a report on model legislation from the Committee on State Legislation. Included in the model legislation, were modifications suggested by Division 14. In particular, the time limit for exempted service delivery by an out of state licensed or certified psychologist, was changed so that there was no special exemption for I/O psychologists and instead a grant of 60-days exemption was provided for all psychologists. The definition of the practice of psychology submitted by Division 14, was not accepted for the model legislation, instead the general statement as originally proposed was maintained. Again, the APA governing body is showing the inclination to stay with generic concepts of licensing.

Two New Developments in Licensing/Certification

Two new developments in the licensing/certification of psychologists need to be mentioned. First, is the increased use of public members on licensing/certification boards. Such members will additionally emphasize the protection of the public by in licensing activities. The generic concept of licensing is easier for all people, including public members, to enforce and understand. The second, will be the action of the Federal Trade Commission (FTC) via Anti-Trust action. The FTC is beginning to force professions to prove that licensing/certification does indeed provide value to the public. In particular, psychologists are going to have to prove that the quality of care provided by a licensed person is noticeable different than by a charlatan. We, as psychologists, should be as aware of this as any professional group and should be getting information together to prove that professional training does mean something to the public.

Finally, I want to emphasize again that splitting APA into separate coalitions or having Division 14 completely split from APA does not seem to me of value to I/O psychologists. All of the emphasis on providing competent service to the public will continue whether Division 14 belongs to APA or not. Splitting off will not stop incompetent people from practicing and it will not allow competent people to practice without going through the regular licensing and certification procedures. Individual states are already licensing and will continue to license the practice of psychology as well as the use of the term. Therefore, whether Division 14 members continue as part of the profession as a whole or choose to go their own way, they might soon find themselves in a position where they will not be allowed to keep doing what they are doing unless they are legally licensed.

ANNOUNCEMENT

If you are planning to use a book advertised in **TIP** either in the classroom or for personal use, let the publisher know you saw the advertisement in **TIP**. A short note from a lot of people could greatly enhance **TIP**'s advertising revenue.

TRENDS IN UNDERGRADUATE EDUCATION AND TRAINING IN INDUSTRIAL-ORGANIZATION PSYCHOLOGY*

by Olga E. Engelhardt

The purpose of this survey was to determine (1) The prevalence of applied courses such as consumer, personnel, industrial-organizational and business psychology in undergraduate psychology department curriculums; (2) the offering of industrial organizational psychology relative to other psychology courses such as social, child, experimental, etc.; (3) the characteristics of institutions where such courses are more likely to be offered.

A fifty item questionnaire was designed for the above purposes identifying the institution as a university or four year college, number of students enrolled in the institution, number of full time faculty members in the psychology department, increase or decrease in psychology majors since 1970 and a checklist of 30 courses which were offered or both offered and required by each institution.

Questionnaires were mailed by APA Central Office Services from a list compiled from data obtained by the Educational Affairs Office in a national survey of academic institutions. 925 questionnaires were mailed, of these 555 or 60% were returned. The questionnaires were color coded for seven geographic regions of the country.

The sample is representative of all institutions in the country offering a major in psychology. A comparison by geographic region of the percent of questionnaires sent to those returned reveals that the actual data sample is relatively representative of the total sample. Further, the possibility of response bias due to a somewhat higher return rate in the northeast is slight.

TABLE 1
Demographic Features of the Sample
N = 555

Type of Institution	Percentage of 555 Institutions
Universities	45.
Four Year Colleges	54.5
Two Year Colleges	.5
Institutional Enrollment	
Under 999 students	17
1000-2499	32
2500-4999	13
5000-6999	8
7000-9999	7
over 10,000	23
Number of Faculty in Psychology Department	
4 or under	32
5-19	47
20-35	15
over 35	6
Applied Courses in I/O, Consumer, Business & Personnel	
Offered	77
Not Offered	23
Departments That Offer Applied Courses	
Psychology	44
Business Administration	18
Psychology & Bus. Ad.	27
Psychology, Sociology & Bus. Ad.	8
Psychology & Sociology	1
Sociology & Business Administration	1
Sociology	1
Majors in Psychology & Business Administration	Yes No
Psychology Major	99 1
Business Administration	80 20
Increase or Decrease in Psychology Majors since 1970	
Increase	83%
Decrease	17%
Stayed Same	1%

*For more detailed report send request to Dr. Olga E. Engelhardt, Chairperson and Professor, Department of Psychology, North Central College, Naperville, Illinois 60540.

The demographic features of the sample are presented in Table 1. Characteristic of the sample is (1) more four year colleges than universities; (2) a large percentage of institutional enrollments of 1,000 - 2,499; (3) psychology departments staffed by 5-19 faculty; (4) 77% of departments offered some applied courses such as applied, consumer, personnel, industrial-organizational or business psychology; (5) 99% offered a major in psychology; (6) 80% offered a major in business administration and (7) a large percentage of institutions reported increases in psychology majors since 1970.

Offerings of 30 courses in psychology were analyzed by: (1) geographic region, (2) type of institution, (3) number of full time equivalent faculty members, (4) a major offered in business administration, and (5) industrial-organizational psychology in its curriculum.

TABLE 2
PERCENT INSTITUTIONS OFFERING COURSES IN 30 AREAS*

	Offered	Offered & Required	Total Offered	Not Offered
Child Development	81	16	97	3
Statistics	21	75	96	4
Social Psychology	78	17	95	5
Personality	78	18	95	5
Learning	64	27	91	9
Experimental	33	57	90	10
History & Systems	57	33	90	10
Tests & Measurements	72	15	87	13
Physiological Psychology	67	16	84	16
Perception	58	14	72	28
Experimental Design	32	30	62	38
Adolescence & Maturity	55	6	61	39
Industrial-Organizational	55	2	57	43
Motivation	52	4	56	44
Thinking	36	2	38	62
Group Dynamics	36	2	38	62
Thinking	36	2	38	62
Computer Methodology	33	2	35	65
Applied Psychology	20	2	22	78
Organizational Behavior	19	1	20	80
Human Relations	19	1	20	80
Information Processing	18	2	20	81
Differential Psychology	14	1	15	85
Personnel Selection	12	1	13	87
Engineering Psychology	7	1	8	92
Consumer Psychology	7	0	7	93
Vocational Psychology	7	0	7	93
Simulation Models	6	1	7	93
Operations & Systems Research	5	1	6	94
Developing Human Resources	4	1	5	95

*Due to a typographical error in the questionnaire Sensory Processes and Abnormal Psychology courses are not included in this table.

The percent of institutions that offer, require, and do not offer these courses are summarized in Table 2. It can be seen that Industrial-Organizational psychology is given in 57% of the institutions that responded to the questionnaire and that traditional offerings such as Child Development, Experimental Psychology, History and Systems, Learning, Personality, Statistics, Tests and Measurements and Social Psychology are offered almost universally. The fifteen most frequently offered courses are indicated by rank appearing to the left of the course name. Industrial-Organizational psychology is thirteenth on the list and interestingly enough has surpassed the more traditional courses of Motivation and Thinking.

When analyzed regionally it can be seen that Industrial-Organizational psychology is offered almost equally nationwide with a slight tendency for a somewhat stronger position in the Southwestern and Mid-Atlantic states. Other regional differences in course offerings are also of interest; Computer Methodology is offered more in the Northeast while Motivation, Organizational Behavior and Personnel selection are more frequently offered in the Farwest.

In an effort to determine the likelihood of specific courses being offered in institutions with large or small faculties the 30 courses were analyzed in terms of departmental size. Industrial-Organizational psychology is less likely to be offered in departments with 4 or less faculty. Once departmental size reaches 5 to 55 faculty there is a large percent increase in the offering of I/O. The same

trend can be seen for courses like Computer Methodology, Personnel Selection, and Organizational Behavior. Comparison of the 30 courses by size of institutional enrollment showed that I/O does not appear in the fourteen most frequently taught courses when enrollment is 999 or below. It is offered in 49% of institutions with enrollments of 1,000 - 2,499; in 73% of those with enrollments of 2,500 - 4,999; in 65% of those with enrollments of 5,000 - 6,999; in 67% of those with enrollments of 7,000 - 9,999 and in 75% of institutions with enrollments over 10,000.

If an institution offers a course in Industrial-Organizational psychology, what other courses is it likely to offer? The twelve most frequently offered courses by schools which offer I/O closely parallel those ranked in Table 2.

The results of the survey indicate that Industrial-Organizational psychology has gained a fairly strong position in psychology department course offerings throughout the country.

I/O Clearinghouse By Steve Cohen

This list represents the first of the Clearinghouse items. Response has been slow so far. I know that many of you have material that would be of interest to your fellow **TIP** readers. Send the information (not the material) to me for the next listing in **TIP**.

- The Managerial Attitudes Toward Women Executives Scale
- Managerial Behavior Toward Women Executives Questionnaire

Write for copies to: Dr. Peter Dubno
College of Business and Public Administration
Department of Management and Industrial
Relations
New York University
600 Tisch Hall
Washington Square
New York, NY 10003

- Bibliography of Publications and Presentations During FY 1972-77 by the Human Resources Research Organization (93 pp.)

Write for copies to: Dr. Saul Lavisky
Executive Officer & Corporate Secretary
Human Resources Research Organization
300 N. Washington Street
Alexandria, VA 22314

- Office of Court Administration Program. A program of orientation and pre-examination preparation with special emphasis on the recruitment of qualified minority candidates for the Uniformed Court Officer (UCO) position.
- Factors Contributing to Practice Test Performance in O.C.A.P., A Minority Recruitment and Test Preparation Program: A Technical Report.

Write for copies to: Charles Bahn, Ph.D.
Program Director, or
Richard Gampert, M.A., Ed. M.
Associate Program Director
John Jay College of Criminal Justice
The City University of New York
444 West 56th Street
New York, NY 10019

ACADEMY OF SCIENCES STUDYING JOB EVALUATION AND OCCUPATIONAL CLASSIFICATION

By Lloyd D. Marquardt

In our effort to identify legislative and regulatory developments for Division 14 members, the Public Policy and Social Issues Committee has learned that a National Academy of Sciences Committee has been commissioned to study several issues of potential relevance.

During the Summer of 1977, two Federal agencies approached the Academy with what were considered similar interests. The EEOC wanted a study of methods for measuring job worth and comparability, and the U.S. Employment Service from the Department of Labor wanted a comprehensive evaluation of its Occupational Research Program. Combining these requests, the National Research Council of the Academy brought together 15 experts from a variety of disciplines to form the Committee on Occupational Classification and Analysis. The Committee is funded by grants from the two agencies for studies to be completed by the end of 1979.

A portion of the study will deal with comparing the "worth" of jobs, because the EEOC is concerned that existing compensation and job classification systems might discriminate against women or minorities. They want, therefore, to identify or develop objective, comprehensive, and fair procedures for determining the comparability and worth of jobs throughout the economy. The Academy Committee sees its task as assessing both the feasibility and desirability of establishing a uniform system for comparing the worth of jobs. They will make a technical evaluation of existing job evaluation systems, but they will also include a broader assessment of the role of job evaluation in setting compensation policies. Sociological, economic, and psychological research on the ways in which earnings are determined will be reviewed, as will compensation systems used in other countries. The implications of attempting to measure job worth independent of market place and other factors unrelated to the content of jobs and the qualifications of those who hold them will also be examined.

The study of the Employment Service's Occupational Research program will include an evaluation of the Dictionary of Occupational Titles (D.O.T.) to determine whether a 5th Edition (due in the early 1980's) should be published. It will include an evaluation of the functional job analysis system on which the D.O.T. is based; the effectiveness of the present Employment Service system of collecting, compiling and presenting occupational information, including computer job matching; and the availability of alternative methods for accomplishing the program's major objectives.

ANNOUNCEMENT

The Department of Psychology, VPI & SU offers the Ph.D. in Applied Behavioral Science. The program is designed to prepare students for a career in Psychology with the specific intent of identifying and solving problems in a variety of environmental settings. Specialization within the program is focused on industrial/organizational psychology, human performance/engineering psychology, and environmental psychology. The I/O program is designed according to the Scientist-Practitioner Model of the Division 14 Guidelines. For information write Dr. Joseph A. Sgro or Dr. John Bernardin, Department of Psychology, VPI & SU, 5081 Derring Hall, Blacksburg, Virginia 24061.

NEW FELLOWS by Mel Sorcher

During the 1978 APA Convention, five Division 14 members were elected to Fellowship status. They were **Clay Hamner**, **Frank Schmidt**, **Lyle Schoenfeldt**, **Don Schwab** and **Ben Shimberg**.

Clay Hamner received a DBA in Organization Behavior from Indiana University. He is currently with the Graduate School of Business at Duke University and had previously been with Boston University, Northwestern University, and Michigan State University. Clay has published almost 30 articles and authored or co-authored six books. His major interests are motivational theory, the bargaining process, and operant and reinforcement paradigms.

Frank Schmidt is a Purdue Ph.D., a former Cattell Award winner, and is currently with the Personnel Research and Development Center in Washington D.C. He has published very widely, including 20 articles, one book and two other articles in press. His major interests are expectancy theory research, validity generalization, statistical power, and test fairness.

Lyle Schoenfeldt is a Purdue Ph.D in Industrial Management. He is at the Rensselaer Polytechnic Institute School of Management and he was a winner of the 1971 Cattell Award. Lyle has authored about 30 articles and contributed chapters to six books. His major professional interests include applied measurement, social concerns, management job structure and biographical data bank analysis.

Don Schwab received his Ph.D from the University of Minnesota and is presently with the Graduate School of Business at the University of Wisconsin. He has published 30 articles and authored 2 books. His major professional interests are motivation, performance assessment, job satisfaction and organizational behavior.

Ben Shimberg is a Purdue Ph.D in Industrial Psychology and is with the Educational Testing Service in Princeton, New Jersey. He has authored or co-authored six books and 20 articles. His major professional interests include the decision making process, selection procedures and occupational licensing. He is also a past chairman of the APA Insurance Trust.

The Division 14 Fellowship Committee urges that you let us know whom you would like to recommend for fellowship. Please send your requests for information to: **Dr. Melvin Sorcher**, Richardson-Merrell, Inc., 10 Westport Road, Wilton, Connecticut 06897

Forensic Psychologists Organize by David Shapiro

In the late Spring of 1978, the first news release concerning a committee dealing with certification for forensic psychologists was distributed to many state psychological association newsletters. The functional definition of the field covered areas of consultation, diagnosis, treatment, training, and research.

Since that time, the committee has now become the American Board of Forensic Psychology. By-Laws have been approved, presentations to groups across the country have been made, and applications for certification are being sent out.

To obtain an application for certification as a diplomate in forensic psychology and information regarding requirements, please write to: **Florence Kaslow**, Ph.D., President - American Board of Forensic Psychology, 807 Buckingham Road, Rydal, Pennsylvania 19046.

1978 Annual Meeting of The Canadian Psychological Association by Gary Latham

CPA's annual meeting was held June 7-9 in Ottawa. Symposium topics included: The Identification of Supervisory and Management Potential; Current Issues in Organizational Leadership; Organizational Psychology; Influences on the Reliability of the Employment Interview; Radical Behaviorism; Job Orientation: A Trait Approach, and The Quality of Working Life in Canada. The present writer directed a workshop on the application of behavioral modelling for supervisory training. Other I/O participants included **Paul Oeltjen**, **Craig Pinder**, **Bob Haccoun**, **R. Kanungo**, **T. Janz**, **Martin Evans**, **S. Saleh**, and **Gerald Barrett**. **Pat Rowe**, Department of Psychology, University of Waterloo was elected Chairperson of the I/O Psychology division and **Craig Pinder**, Faculty of Commerce, University of British Columbia was elected membership chairperson. Membership in CPA is \$20 for APA members.

FUTURES RESEARCH: SOME SALIENT CHARACTERISTICS OF AN EMERGING FIELD Don Mankin

In recent years, the study of the future has become a principle focus of activity for a growing number of individuals and organizations in a variety of professional and academic contexts and disciplines. Managers, scientists, consultants, politicians, journalists, planners and others now find themselves exploring the same distant territory here-to-fore occupied almost exclusively by fortune tellers, mystics, and the abundant presence of Herman Kahn.

A particularly encouraging aspect of this emerging interest is the degree to which it reflects a commitment to serious study and research—marked by comprehensiveness, systematic analysis, objectivity and concern for real-world issues and problems—rather than sensationalism, nonsense, and superficial cocktail party intellectualism. Unfortunately, the activities that draw the most attention in the media, and are therefore most frequently and easily identified by the uninitiated with this new field of study, fall in the latter category.

It is not surprising, then, that professional "futurists" (for lack of a better expression—and a better expression is sorely needed!) spend almost as much time trying to characterize and explain what they do as they spend "doing it." Part of the problem is that the field is still in its infancy and, as a result, there is little consensus concerning its assumptions, practices, theoretical underpinnings, methodologies, utility and domain. Nevertheless there do appear to be some points of agreement several of which will be described briefly in the following to convey some sense for the more salient characteristics of this field.

Before this, it is important to note that I will confine my comments to the subject of "futures research" which is the analytical, scientific segment of the futures field (for a discussion of the functions, forms and interrelationships of the various segments of the futures field, including futures research, see Amara, 1974).

First and probably the most important characteristic is that, contrary to popular belief, the purpose of futures research is not to predict the future but to project (or forecast) alternative futures. These alternative futures are developed

from an examination of the causal connections among potential events, trends, policies, social programs and consequences. Ideally, a futures research study should generate a set of alternative future scenarios (generally, but not always, the ones believed to be the most likely) and identify the conditions, circumstances and policies that would increase the likelihood of occurrence of each. The implications of each alternative for various stakeholders and sponsors (e.g., a particular business, educational institutions, a government agency) as well as the broader social, economic, psychological, political, and environmental impact would also be included.

From the preceding one can see that the principle function of futures research is to improve planning, decision-making, and policy formulation by providing and incorporating particular kinds of information and analysis into these processes. As such, futures research is related to, overlaps with, and derives from the other fields, approaches, and techniques that have been developed for essentially the same purposes; that is, systems analysis, operations research, policy analysis, decision science, planning science, and technology assessment (see Amara, 1976; Boucher, 1977; Helmer, 1975; Lamson, 1976; Shani, 1974). There are several important ways in which it differs from them, however. For example, Olaf Helmer, one of the "founding fathers" of futures research, classifies it as a branch of operations research but notes that the main characteristic differentiating it from conventional operations research is its **focus on long-range plans and decisions**. By "long-range" he means that "the operational conditions at the time of implementation are expected to differ substantially from those prevailing at the time of planning" (1975, p.3). To be more specific, he interprets "long-range" to mean five to about thirty years in the future because "[planning] for shorter periods than five years usually can be based on reasonably straight-forward extrapolation from the past whereas diminishing marginal returns tend to nullify the value of extending the planning interval beyond thirty years" (1973, p.2).

Another respect in which futures research seems to differ from more conventional short-range approaches to planning, policy, and decision-making is that it **tends to consider a broader range of variables** including many that are not as easily quantifiable as the kind of economic, production and performance parameters found in most operations research and system analysis studies. The inherent difficulties of defining and assessing such factors as social values, quality-of-life, and cultural change rarely deter futures researchers from including them in their analyses. In fact, many of the futures research techniques are designed to elicit and systematically incorporate into the analysis subjective impressions of the levels and interrelationships among these and other variables.

Indeed, subjective impressions are the data upon which futures research is based. Since there are no "hard data" about the future, a futures researcher **must frequently rely upon the intuitive judgement of experts** concerning the important variables influencing the future, the probable future states of these variables, and the means by which certain future conditions — that is, those subject to human influence — can be brought about (e.g., full employment) or avoided (e.g., thermonuclear war). The problem for futures researchers is to elicit and use these judgements as objectively and reliably as possible (see Helmer, 1973 and 1975 for a detailed discussion of the role of expert opinion in futures research).

Clearly, this does not exhaust the most salient characteristics of the emerging field of futures research, and other writers could no doubt modify the preceding. This in itself is characteristic of the subject — new, ill-defined and open to argument — and may also be the reason for its attraction. One would be hard-pressed to find a subject more conducive to imagination, of greater induring real-world significance, and offering more opportunity for important contributions. In light of the central role of work and work organizations in shaping the

future, I/O psychology would appear to be particularly fertile ground for futures research (e.g., see Dunnette, 1973; Mankin, in press; Nord, 1977) and will, no doubt, be the source of many of these contributions in the years to come.

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*Also in W.I. Boucher (Ed.), *The study of the future*.

SPEAKER'S DIRECTORY

The Public Relations Committee is compiling a directory of Division 14 members who are interested in speaking to professional associations, business, industry, and colleges and universities about I/O Psychology. If you would like your name included in the Speaker's Directory, please complete the following form and mail it to Dr. Laurie Broedling, Navy Personnel Research and Development Center, San Diego, CA 92152.

NAME (Please Print) _____

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ORGANIZATIONAL BEHAVIOR TEACHING CONFERENCE CALL FOR WORKSHOPS

The Sixth Annual Organizational Behavior Teaching Conference will be held at the University of Cincinnati July 20-23, 1979. This is a unique conference designed to improve the teaching of OB and OB related courses.

The idea for a conference on the teaching of OB was first proposed in early spring of 1974 by Hal Leavitt at the Stanford Graduate School of Business. A three-day conference was held that year at the University of California at Berkeley. Forty faculty from 15 invited schools shared problems, approaches, and war stories. The experience turned out to be very worthwhile, and plans were set for a similar meeting the following year. Subsequent conferences have been held at S.M.U., Harvard, Toronto, and South Carolina. While the conference has grown to up to 200 participants, the goals and informal atmosphere have remained the same.

Besides scheduled workshops and plenary sessions, there will be ample time to interact informally with colleagues. Participants are encouraged to stay in the University dorms to retain a residential atmosphere but other accommodations are also available. Cost for the conference including room and board is approximately \$120.

Workshop sessions for the 1979 conference will cover three tracks, the "Why OB?" track covering the "cutting edge" of OB/meta-theory/futures, the "What?" track of content issues, and the "How?" track of methodology, process of teaching OB. This is a practical, worthwhile conference for those teaching O.B. courses within universities as well as those who conduct training and development programs in non-academic organizations. For further information or to submit workshop proposals, contact: Dr. Caroline K. Boyer, Organizational Behavior Group, Mail Location #20, University of Cincinnati, Cincinnati, Ohio 45221.

Society of Organizational Behavior by Gary Latham

The third annual meeting of the Society of Organizational Behavior (S.O.B.) was held in Houston, October 6-7, 1978. SOB was founded by Jim Naylor. It consists of 50 individuals who meet for two days to discuss (no paper reading is allowed) theoretical, empirical, and methodological innovations in the field. It is an informal group where there are no dues or officers.

Among the topics discussed at the third meeting were: factors affecting career success and personal failure (Abe Korman), an attributional analysis of leadership and performance evaluation (Terry Mitchell), theorizing about theory (Peter Dachler), NSF and I/O Psychology (Ben Schneider), the effects of expectancy and goal difficulty on performance (Ed Locke), and behavioral modelling (Gary Latham). New members for this year were Tim Hall, Jerry Salancik, and Barry Staw. Next year's meeting will also be held in Houston.

Item Sources by Ed Locke

The North Dakota Null-Hypothesis Brain Inventory and other infallible personality tests have gotten considerable publicity in recent years (e.g., in *APA Monitor*). However, the people who developed the items for these tests have never been given due credit. I think it's time we set the record straight. After extensive research which took me from Disney World to a remote fishing village in Alaska to an obscure London pub, I have been able to identify the authors of 23 of these items.

Item	Contributed by
1. I salivate at the sight of mittens.	Ivan Pavlov
2. Spinach makes me feel alone.	Robinson Crusoe
3. When I look down from a high spot, I want to spit.	King Kong
4. I become homicidal when people try to reason with me.	Idi Amin
5. I am never startled by a fish.	Peter Benchley
6. I have always been disturbed by the sight of Lincoln's ears.	Leonard Nimoy
7. I am not afraid of picking up door knobs.	R2D2
8. A wide necktie is a sign of disease.	Pierre Cardin and Countess Mara (joint)
9. My eyes are always cold.	Boris Karloff and Admiral Byrd (joint)
10. When I was younger, I used to tease vegetables.	The Jolly Green Giant
11. Sometimes I am unable to prevent clean thoughts from entering my head.	The entire cast of Deep Throat
12. It is important to wash your hands before washing your hands.	Proctor & Gamble
13. It is hard to say the right thing when I find myself in a room full of mice.	B.F. Skinner
14. The sight of blood no longer excites me.	Dr. Christian Barnard
15. It makes me furious to see an innocent man escape punishment.	Marquis de Sade
16. I am aroused by persons of the opposite sexes.	Renee Richards
17. When I walk quickly, I can feel my legs moving.	Fred Astaire
18. When God speaks to me, he sounds a little confused.	Jimmy Carter
19. I feel like I used to be much smaller than I am now.	Abdul Jabbar
20. Sometimes I go to the bathroom.	EST graduates
21. My tongue has been depressed.	Sigmund Freud
22. I would care more about myself, if I knew which one I was.	Eve White, Eve Black & Jane
23. Split personality doesn't bother me, or me, or me, or me, or me, or me, or me, or me, or me, or me, or me, or me, or me, or me, or me, or me, either.	Sybil, Vicky, Marcia, Vanessa, Mary, Helen, Clara, Sybil Ann, The Blonde, Peggy Ann, Peggy Lou, Mike, Sid, Nancy Lou Ann, Mar- jorie and Ruthie

JAMES McKEEN CATTELL AWARD WINNERS ANNOUNCED

The winners of the fourteenth annual James McKeen Cattell Award, announced at the Division 14 business meeting in Toronto, were **James Ledvinka** Department of Management, College of Business Administration, University of Georgia, and **Val H. Markos**, Department of Psychology, University of Georgia. The title of their proposal was "Forecasting Minority Employment by Simulating the Long-Range Impact of 'Fair Selection' Standards".

Union Personnel and I/O Psychologists Share Ideas About Increased Collaboration

by Neal Schmitt

For the past year several members of the Committee on Public Policy and Social Issues have explored the possibility of increasing union/psychologist collaborative efforts. In November, committee members met with several union personnel in Washington D.C. to discuss the desirability and feasibility of such collaboration. Also discussed was the development of a brochure directed at union personnel and outlining the types of work I/O psychologists have done with and for labor unions.

The union personnel present included **Charles Nalen** and **Rick Riesman** of the Seafarers International Union, **Esther Levitt** of District 65, **Pegi Fischer** of the American Federation of State, County, and Municipal Employees, **Mike Collins** of the International Union of Operating Engineers, and **John Zalusky** of the AFL-CIO. Psychologists who attended the meeting were **Sid Fine** of Advanced Resources Research Organization, **Stuart Schmidt** and **Karen Kaziara** of Temple University, **Mike Gordon** of the University of Tennessee, **Ted Purcell** of George Washington University, **Neal Schmitt** of Michigan State and **Clifford Hahn** of the American Institute for Research.

The discussion began with a presentation by both union personnel and psychologists of cooperative efforts. It was generally agreed that these efforts, once undertaken, were successful from both union and psychologist point of views. How to increase the number of these projects or to decrease obstacles to more collaboration proved to be a more difficult problem. Some suggestions included the idea that psychologists interested in working with unions ought to identify their intent to be "union psychologists" more definitively. There was a feeling that persistence would pay off. Further, gaining top level union support is crucial.

An effort was also made to identify problems of mutual interest to psychologists and union personnel. Among those discussed were the need for education and consultation on EEO issues and testing — topics particularly important for those unions involved in apprenticeship training. Training young members of unions to take over leadership functions and the capability of identifying or training organizers were concerns expressed by several union representatives. Increased participation and commitment to unions also seemed to be a common concern.

Several specific projects designed to increase union-psychologist collaboration were proposed. First, an APA program in which union personnel present their views of industrial/organizational psychologists and their work will be organized and presented to the Division 14 Program Committee. Second, we will propose a similar program for the union educational directors conference to Walter Davis of the AFL-CIO. In this latter program, industrial/organizational psychologists

will indicate their interest in working on problems of relevance to unions. Third, the possibility of a demonstration project with a single union in which a seminar on some topic of interest to the union is presented by psychologists was discussed and will be pursued.

We certainly invite any comments/reactions (send to Neal Schmitt, Department of Psychology, Snyder Hall, Michigan State University, East Lansing, MI 48824) and would be greatly appreciative of any offer to help on any of the three projects outlined briefly above.

New Members?

The Membership Committee, chaired by **Mike Fischl**, has set a goal to top the past five years in terms of new members for Division 14. They can not do it without your help. Starting this year, Division 14 is accepting applications from new I/O graduates concurrent with application to APA. Previously, there was a one year waiting period. So — get out there and "nudge" your colleagues and students. The application deadline is July 1, 1979. All inquiries should be addressed to: **Dr. M.A. Fischl**, U.S. Army Research Institute, 5001 Eisenhower Avenue, Alexandria, VA 22333.

Southern Illinois University Leadership Symposium by Jerry Hunt

This symposium was the fifth in a biennial series originating in 1971. It was held in Carbondale on October 4-6, 1978. A highlight was the awarding of the **Ralph M. Stogdill Distinguished Scholarship Award** to **Fred Fiedler**. The award, first bestowed upon Stogdill himself at the fourth symposium, serves both as a memorial to Stogdill and to honor outstanding leadership scholars. It recognizes not only an individual's direct contributions in terms of theory and research but that person's contribution to the development of other scholars. In accepting the award Fiedler briefly mentioned some of his newer work which ties together leader intelligence, experience and subordinate stress. The award will be given, as appropriate, at subsequent symposia.

In terms of content, this symposium reflects the state of ferment felt by many in the field. That ferment served as the theme of the conference—"Crosscurrents in Leadership." One source of crosscurrents is the practitioner-academician split. Previous symposia concentrated almost exclusively on an academic perspective. This one considered applications and the scholar-practitioner interface as well.

Three presentations considered this point in one way or another. First was a panel of four organizational staff people, **David Campbell**, **Joseph Moses**, **Paul Patinka** and **Blanchard Smith**, involved with leadership training and development. Next was a paper by **Chris Argyris** pointing out that the traditional scientific method approach used by scholars to study leadership is incapable of producing results usable by practitioners. Finally, a paper by **Marshall Sashkin** and **Howard Garland** used an applications-oriented linking agent as an interface between lab and field investigations of leadership.

Added to these were discussions by **Elmer Burack**, **Karl Weick**, and **Ed Hollander** which led to lively audience interchange.

Another set of papers described the development of two sharply different group models of leadership. The first, based on formal leadership, was Stogdill's last major work before he died and was developed in conjunction with Chet

Schriesheim and Rick Mowday. The second, based on emergent leadership, was formulated by Dick Hoffman and Tim Stein. John Child, Dian Hosking and Bob Lord discussed a number of issues cutting through these as well as other leadership models in their initial stage of development.

In many ways the measurement session, held the last half day of the conference, was the most lively of all. It pitted questionnaire, observation and operant approaches against each other. Gary Yukl, Hank Sims, and Fred Luthans served as lucid representatives of differing viewpoints and the whole thing was chaired by Steve Kerr.

Finally, Bob Dubin presented a controversial overview. He viewed the field sociologically and criticized most of the current leadership research as being much too narrow. His view, in combination with John Campbell's heavily individually-oriented overview from the last symposium, serve as interesting cross-currents to each other and place a number of issues in the field in bold relief.

FROM THE DIVISION OF ORGANIZATIONAL PSYCHOLOGY/IAAP by Peter Weissenberg

The Division is now formally established as an integral part of the International Association of Applied Psychology. The "formal" aspect occurred in Munich, FRG, last August when the members met at the Congress of the IAAP and voted to accept the Division's Constitution.

Further, the following persons were elected to office by the membership:

Division President: Bernard M. Bass (U.S.)

Vice-President and President-Elect: Peter W. D. Drenth (Netherlands)

Secretary-Treasurer: Peter Weissenberg (U.S.)

(also Newsletter Editor)

Elected by the Council of Regional Representatives as Chairperson was; Val B. Cervin (Canada)

Continuing as Membership Chairman: Gerald Randell (U.K.)

Several new committees were created whose chairpersons have not yet been appointed. These are: International Research Committee and the International Professional Affairs Committee.

The Division still welcomes new members who will have an opportunity to participate in all activities of the Division, the primary one being preparation for the next meetings in four years. For information, copies of the constitution and Newsletter contact the Secretary-Treasurer at SOM, SUNY-Binghamton, Binghamton, New York 13901.

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Let us know, for inclusion in In-Basket TIPBITS. Send items of interest to Mike Kavanagh, School of Management, State University of New York, Binghamton, New York 13901. The May issue deadline is March 15.

POSITION OPENINGS

by B. Boeck

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UNIVERSITY OF HOUSTON: The Department of Psychology is seeking an additional faculty member to join the five person I/O program. Applicants should have experience related to organizational development techniques in addition to an active program of scholarly research in the area. Ph.D. or equivalent required. Applicants with the current rank of advanced asst. to full professor will be considered. Send vita and copies of recently published work to: JAMES R. TERBORG, DEPT. OF PSYCHOLOGY, UNIVERSITY OF HOUSTON, HOUSTON, TX 77004.

UNIVERSITY OF ILLINOIS: The Department of Psychology at Urbana-Champaign is looking for a new or recent Ph.D. in I/O Psychology or an equivalent degree in a closely related field for a tenure track asst. professor position beginning Fall, 1979. Salary depends on qualifications. Specific area of research and teaching interests of candidates are less important than overall strong qualifications and training in I/O Psychology. Extensive training in field research methods is preferred. Submit vita, copies of published work or work under review, & three letters of recommendation to: CHARLES L. HULIN, DEPT. OF PSYCHOLOGY, UNIVERSITY OF ILLINOIS, CHAMPAIGN, IL 61820, or contact by phone at (217) 333-3798.

OLD DOMINION UNIVERSITY: ODU wants to fill three tenure-track positions in its growing program in I/O Psychology. Candidates with an emphasis in the areas of Personnel and Training or Organizational and Management Psychology are invited at all academic ranks. Level of appointments will depend on the teaching experience, record of research, and publications of applicants. Responsibilities will include teaching graduate & undergraduate courses, participating in independent research, and directing student research. Salaries are competitive. Applicants should submit a curriculum vita and names of three references to: DR. PETER J. MIKULA, CHAIRMAN, DEPT. OF PSYCHOLOGY, OLD DOMINION UNIVERSITY, NORFOLK, VA 23508.

THE AMERICAN COLLEGE: The Graduate School of Financial Sciences wishes to receive applications for a two-year appointment to fill the James S. Bingay Chair of Creative Leadership. The appointee will serve as director in planning and carrying out the programs of the Roger Hull Fdn. for Creative Leadership, and give lectures and workshops relating to the qualities of leadership, creativity, and manpower development. Qualifications include Ph.D. in Industrial Psychology, Management, or related areas, demonstrated ability in writing and public speaking, and teaching experience in OB, management, industrial psych., or leadership. Please contact: DEAN R.T. LECLAIR, GRADUATE SCHOOL, THE AMERICAN COLLEGE, 270 BRYN MAWR AVE., BRYN MAWR, PA 19010. Telephone: (215) 525-9500.

SOUTHERN RAILWAY COMPANY: An experienced I/O Psychologist is sought for Southern's Personnel Administration staff in Washington. Experience in management development a must. Send resume to: R.D. HEDBURG, AVP-PERSONNEL ADMINISTRATION, SOUTHERN RAILWAY, P.O. BOX 1808, WASHINGTON, D.C. 20013.

PERSONNEL RESEARCH SPECIALIST: Educational Testing Service's Atlanta Office requires individual with post-graduate degree in personnel psychology or administration or an equivalent combination of education and work experience. Training and/or work experience in the following areas are desirable: the design and conduct of job analysis and test development; design and conduct of test

validation projects; preparation of instructional documents for test usage and evaluation; and, preparation of management reports. Background in public service desired. Excellent benefits. Salary range from \$23,200 to 29,300. Send resume and salary history to: JAMES F. WOHLHUETER, EDUCATIONAL TESTING SERVICE, PRINCETON, N.J. 08541.

ASSESSMENT DESIGNS, INC.: Leading management consulting firm is seeking qualified candidates for a Consulting Psychologist position commencing in June, 1978 out of its headquarters in Florida. Doctoral Degree in I/O Psychology or Business Administration required. Job experience preferred. Job duties will include primarily assessment center related activities, some training program design, and other human resource management consulting. Travel approximately 50%; excellent benefits; salary negotiable. Send complete resume and references (by no later than April 30) to DR. STEPHEN L. COHEN, VICE PRESIDENT, ASSESSMENT DESIGNS, INC., ONE PURLIEU PLACE, SUITE 205, WINTER PARK, FLORIDA, 32792.

UNIVERSITY OF CINCINNATI: The Department of Management has an Assistant or Associate Professor of Organizational Behavior faculty opening beginning September, 1979. Applicants are expected to hold a Ph.D. and to have exhibited or shown very clear promise of excellence in research, and to provide high quality teaching at the graduate and undergraduate levels. Salary depends on qualifications. Applicants should send a vita and selected publications, and arrange for three letters of recommendation to be sent to: DR. GEORGE GRAEN, HEAD, DEPARTMENT OF MANAGEMENT, MAIL LOCATION #20, UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO 45221.

INDUSTRIAL PSYCHOLOGIST: The Psychology Department of the University of Nebraska at Omaha anticipates filling a tenure-track position at the Assistant Professor level (Ph.D. required). Primary consideration will be given to candidates who have demonstrated competence in two or more of the following areas: (a) personnel selection; (b) performance appraisal; (c) industrial training; (d) quantitative methods and applied measurement techniques. Responsibilities include teaching industrial psychology and related courses at the undergraduate and graduate levels, supervising graduate students in masters and doctoral Industrial Psychology programs and pursuing research in areas of interest. Salary dependent upon research activity (publications) and demonstrated teaching competence. Send vita and three letters of recommendation to: INDUSTRIAL PSYCHOLOGY SEARCH COMMITTEE, DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF NEBRASKA AT OMAHA, OMAHA, NE 68182.

ANNOUNCEMENT

The Psychology Department at East Carolina University announces that its Master of Arts program is open to students interested in I/O psychology. Course selection will be modified to fit the goals and backgrounds of individual students, but all programs include a) 15 semester hours of "core courses" in statistics/design and general psychology, b) a 6 semester hour thesis and c) specialized courses both in and outside of the Department and d) a 6 semester hour internship in industry which is optional but strongly encouraged. The program is designed for those who wish to obtain employment in personnel administration, personnel research or to prepare themselves for a doctoral program. Interested persons should write to William F. Grossnickle, Psychology Department, East Carolina University, Greenville, North Carolina 27834.



Leadership

Where Else Can We Go?

Morgan W. McCall, Jr., and Michael M. Lombardo, *editors*

Stimulated by growing frustration with current leadership theory and research, the Center for Creative Leadership gathered six outstanding social scientists for a conference to redirect thinking about leadership and scientific inquiry by offering alternative conceptual frameworks, by identifying potentially useful but neglected variables, and by exploring methodologies not adequately utilized. "The guts of our conjecture is that science is the wrong inquiring system for the social sciences; it converges too slowly relative to the rate of decay and evaluation of social phenomena."

Papers by James Lester, Karl Weick, Jeffrey Pfeffer, Craig Lundberg, Louis R. Pondy, Peter B. Vaill, Ian I. Mitroff, Morgan W. McCall, Jr., and Michael M. Lombardo.

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